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ABSTRACT

Behavior modification from the teacher's point of view is explored. Means of identifying pupils with special needs are discussed (observation, records, family contact, tests, resource personnel). Needs of children influencing their behavior are examined. Suggestions for working with behavior problems cover children who are aggressive, withdrawn, hyperkinetic, and physically impaired. Concepts of behavior modification are discussed in terms of operant conditioning, perscriptive and individual diagnosis, and teacher attitudes. Appendixes include behavioral clues for identification, sample health charts and records and testing measures, a summary chart of growth and development characteristics, and a list of children's books for various behavioral patterns. (KW)

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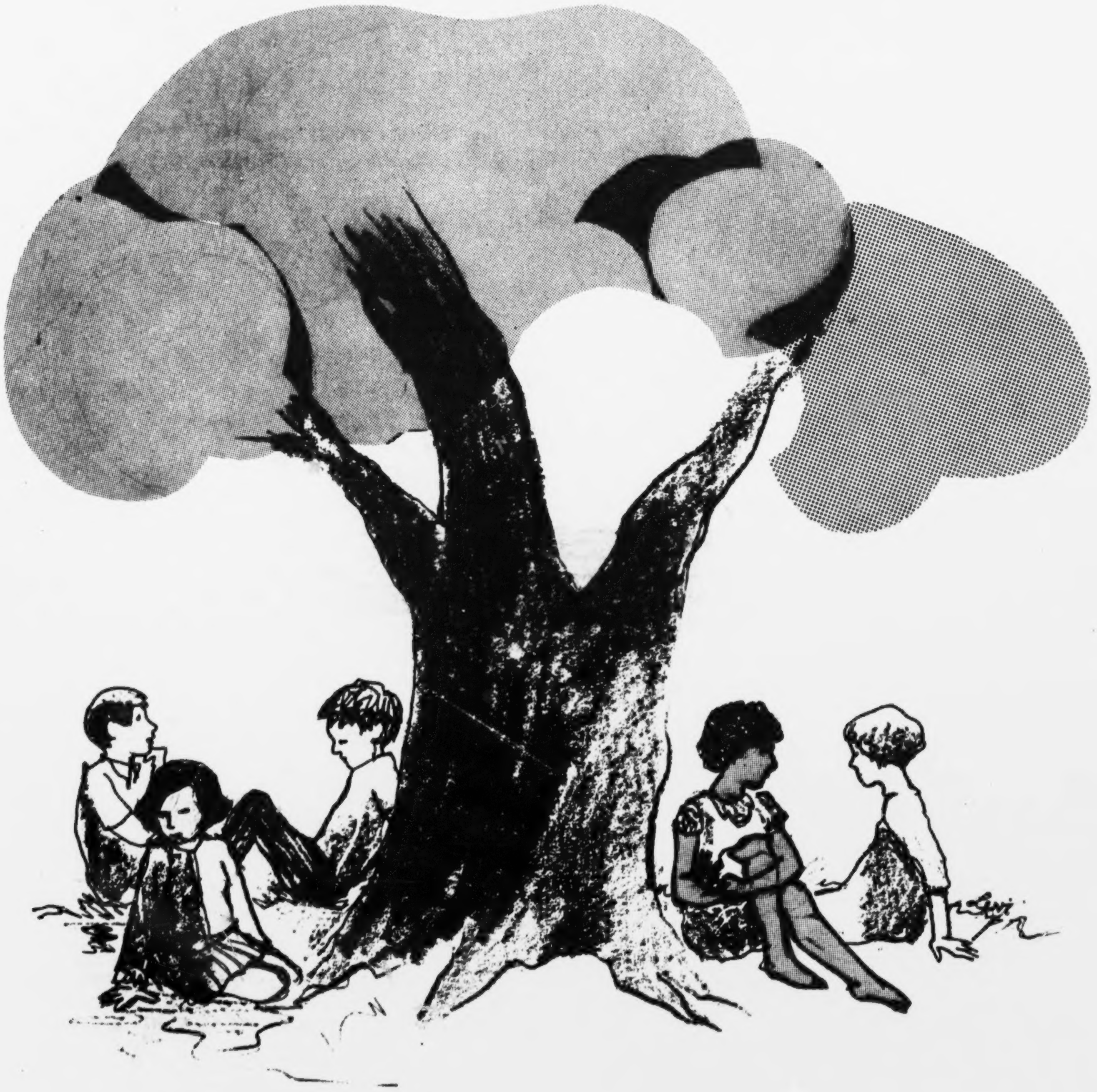

MODIFYING BEHAVIOR

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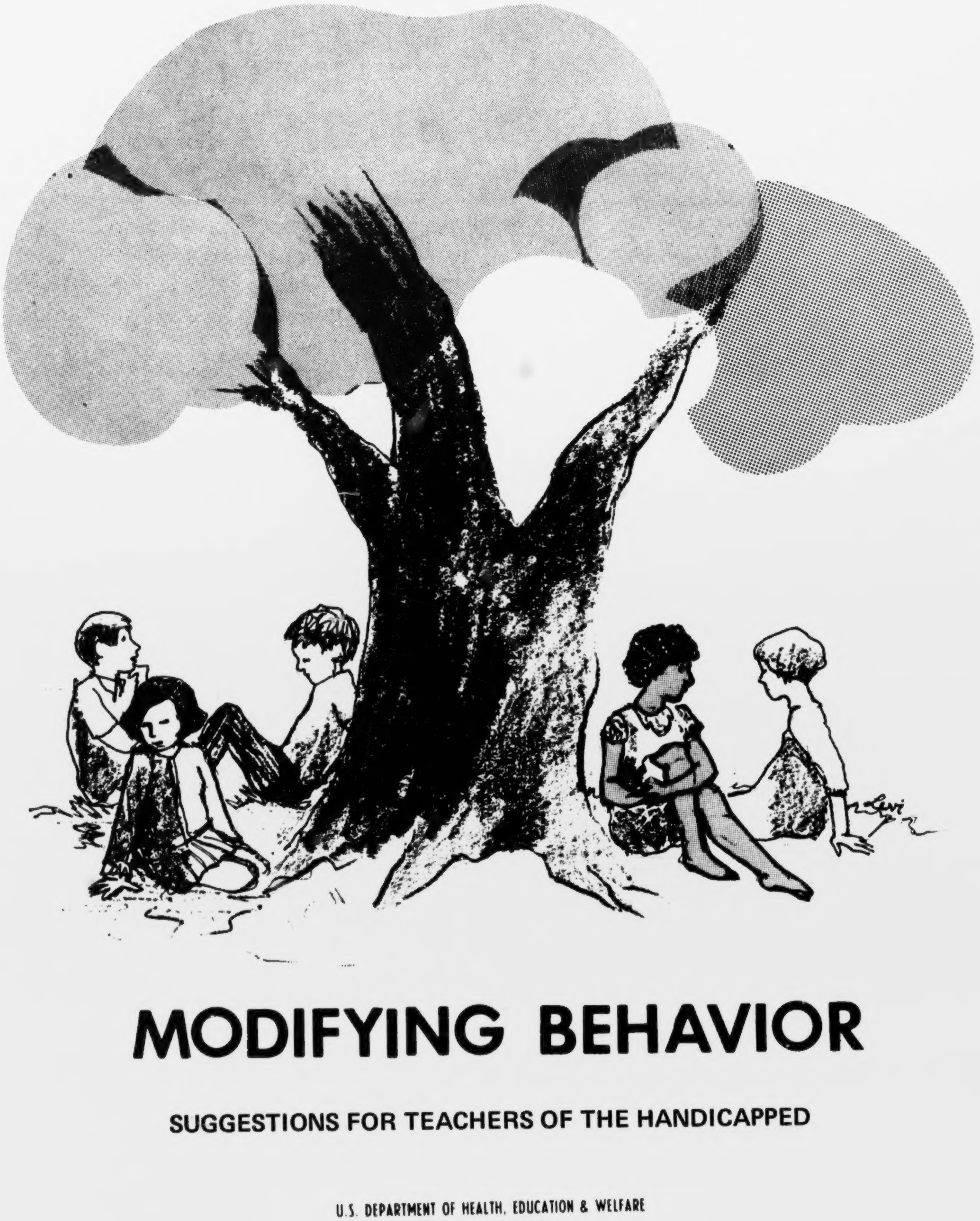

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SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED

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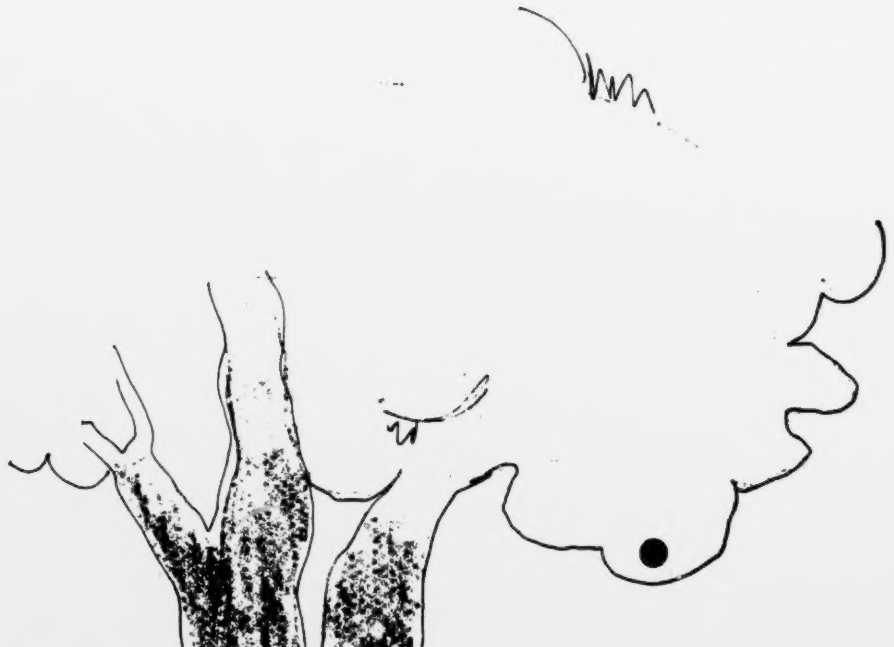

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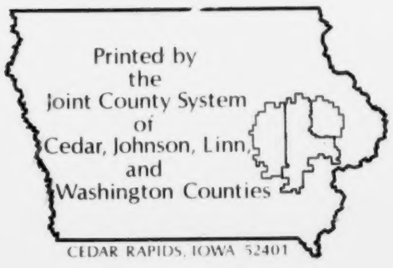
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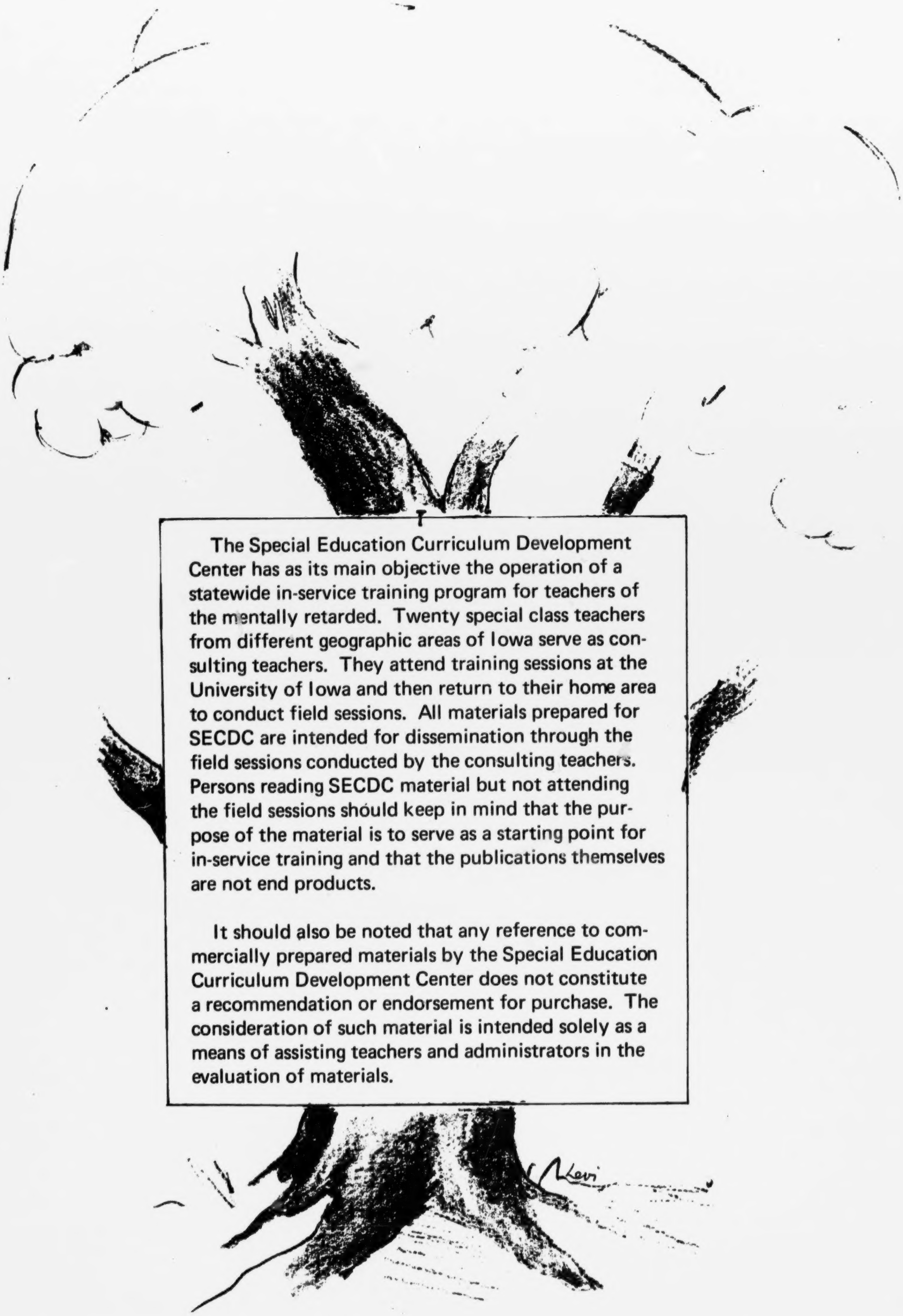

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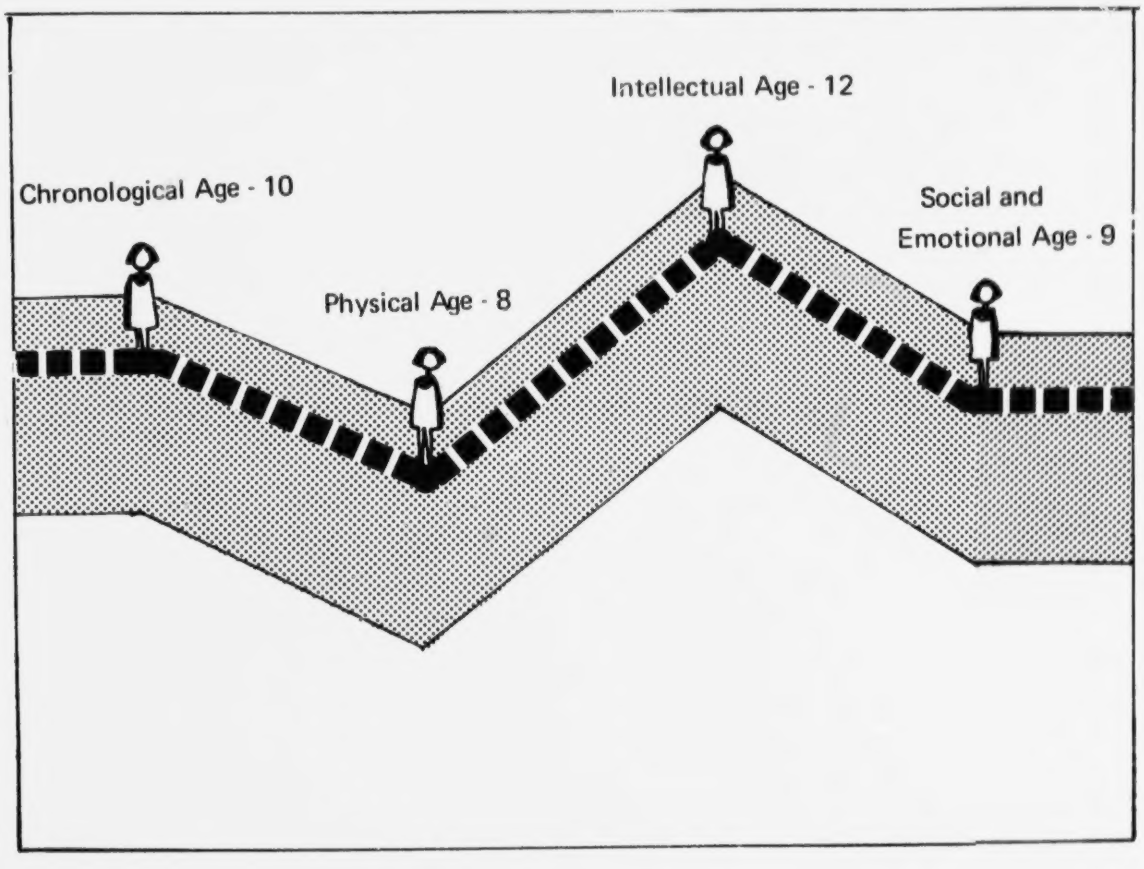
Introduction

Pupil behavior and behavior modification is an area of major concern to educators. What is behavior? It is the interaction of an individual with the environment in which he lives. Behavior, like physical appearance, is partially determined by heredity, and people are born with tendencies towards a certain temperamental disposition. By observing newborns in a nursery, the skilled and experienced pediatrician can usually distinguish the placid, contented infant from the highly active or easily irritated child, as traces of these behavioral characteristics are present from birth. Environmental conditions and experiences, the physical, geographical and psychological aspects of home, school, neighborhood and family, develop and modify these characteristics.

Since behavior is not a static condition it can be changed or modified by environment and experiences. As children develop, their behavior undergoes change and alteration. Behavior differs with the various ages and stages of development. A two-year-old who is frustrated or thwarted in his attempt to satisfy a need or desire might react by hitting, biting, kicking or having a temper tantrum. This type of behavior, albeit unpleasant, is normal for a two-year-old. However, reacting to frustration in the same way would indicate a social or emotional problem in a ten-year-old. Age, maturation, physical, mental, and emotional development should be considered in assessing a child's behavior.

AGE IS NO CRITERIA



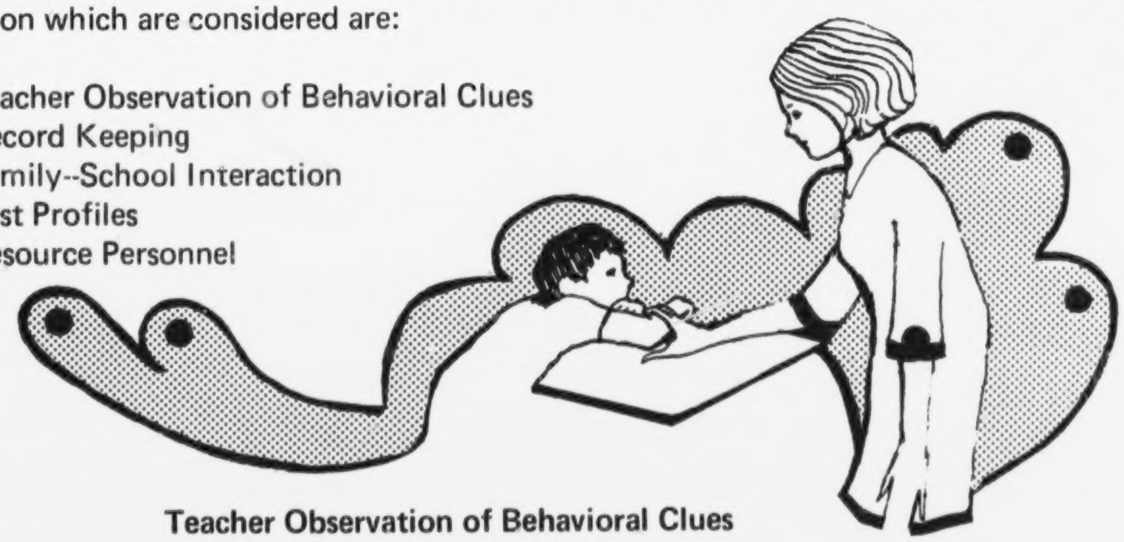
IDENTIFYING PUPILS with SPECIAL NEEDS

Identifying Pupils with Special Needs

In most classrooms there will be some pupils whose behavior (academic, social, emotional) will differ from the expected norm. These pupils might be functioning poorly because they have special needs that are not being met within the home or classroom situation. A child with behavioral problems might be handicapped by physical, mental or environmental limitations, or any combination of the above. In order to identify the child's problem and deal with it in a constructive manner, special methods, materials, environmental conditions, or professional services might be needed.

The first section of this document is concerned with the identification of pupils with special problems or needs. Some of the means of pupil identification and evaluation which are considered are:

- Teacher Observation of Behavioral Clues
- Record Keeping
- Family--School Interaction
- Test Profiles
- Resource Personnel



Teacher Observation of Behavioral Clues

The prolonged and consistent contact a teacher has with her pupils provides an excellent opportunity for observation of consistent patterns of behavior. Through this observation a teacher learns much about their social, emotional, and academic development.

Gross physical, mental, and emotional or behavioral problems are usually identified in infancy or during the pre-school years. There are, however, many less obvious physical, mental or emotional handicaps which are not detected until a child has experienced academic or behavioral problems in school. These lesser handicaps also impair the child's ability to function and may lead to frustration and failure which are often manifest by behavioral difficulties.

The teacher is neither a diagnostician nor a psychiatrist. She is, however, in an excellent position to be a trained and sensitive observer of behavioral clues that might indicate some individual problem or handicap. Some of the conditions that she might note are: inadequate attendance, inadequate learning capacity, physical handicaps, emotional handicaps, and deficient environment.

INADEQUATE ATTENDANCE

A pupil cannot be expected to perform well if school attendance has been sporadic and inconsistent.

INADEQUATE LEARNING CAPACITY

A teacher who observes a student experiencing chronic academic failure might suspect an inadequate learning capacity or mental retardation. A score on a group ability test might be low, but before confirming this diagnosis, extensive individual examination should be made in many areas. A variety of instruments must be employed to obtain an adequate sample of performance. It is important that the teacher realize that no *one* instrument is considered definitive of a pupil's ability. The pupil should undergo consideration over a long period of time and all factors that might be instrumental in causing decreased learning capacity should be considered in the analysis, i.e., family background, illness, or trauma.

PHYSICAL HANDICAPS

Students who are suffering from a serious physical disability are frequently found in schools. It is not unusual for the parents or school personnel to be totally unaware of these physical conditions that impair general functioning and affect performance and behavior. Some of the most common and often undetected physical problems are: malnourishment, diabetes, thyroid dysfunction, sensory handicaps (mainly ear, eye disabilities), heart defects, or epilepsy. The specific possibility of a physical defect should be considered when students have learning and/or behavioral problems.

EMOTIONAL HANDICAPS

For many parents and teachers school is the first opportunity to observe an individual's behavior against a background of peers. The teacher has an opportunity to observe social and academic behavior on a consistent, long-term basis in a variety of situations. Since learning is dependent upon behavior and behavior is dependent upon learning, this area is of major concern to the teacher. Teacher judgment has proved to be an excellent way of identifying pupils with emotional disturbances. The teacher should look for continuing behavioral problems that consistently and seriously impair a pupil's interpersonal relationships and his ability to learn. She must guard against subjectively interpreting some types of temporary or annoying behavior, i.e., pestiness, tattling, or contrariness, as an emotional problem.

DEFICIENT ENVIRONMENT

Pupils learn most patterns of behavior through imitation. If the child's home background, community or environmental experiences have served as poor models, the child might exhibit improper behavioral patterns. The types of conditions under which some children live include family conflict, physical abuse or neglect, conflicting standards of behavior and values, little experience with or regard for education, priority demands on time and energy, or no provisions or carryover for home study. Any one of these factors, or a combination of factors, can lead to behavioral problems in school. It is important that a teacher understands all possible aspects of environmental conditions before passing judgment. A "holier than thou" or condescending attitude on the part of school administration towards the home will only serve to intensify the problems that alienate the school and family. The goal here is for greater understanding, contact, and cooperation between the home and school.

Appendix 1-A (Behavioral Clues) is a compilation of some common behavioral patterns that may indicate special needs or problems. The list is neither comprehensive nor complete. Caution should be exercised by the teacher regarding labeling or categorizing students without sufficient information. The teacher must look for *long-term*, consistent patterns of behavior. One symptom, in isolation, tells us relatively little about the particular individual. For example, a common behavioral clue such as chronic fatigue might indicate any of the following conditions: mental retardation, neurosis, depression, withdrawal, escapism, rheumatic fever, diabetes, monoucleosis, leukemia, malnutrition, anemia, or hearing or sight disability. In contrast, fatigue might indicate a temporary and reversible condition such as boredom or lack of adequate sleep. One particular behavioral clue might be indicative of many types of handicaps or disabilities or could prove to be of no consequence.

Pupil behavior alone does not determine what a special need might or might not be. This is, however, one aspect the teacher can observe, and observation of behavioral clues is one of many means that should be employed in pupil evaluation. The teacher's role is to observe patterns of behavior that might indicate problems rather than to attempt to diagnose the problem (Appendix 1-A).

Record Keeping

MEDICAL RECORDS

Accurate and current record keeping is one important function of the school and is the responsibility of the teacher. A student might attend a number of different schools and have as many as forty teachers by the time he completes high school. Records of health, performance, and behavior are needed in order to evaluate a student's progress and development on a continuum.

Medical records should include information concerning family history, particularly information about the mother's general health and pregnancy. The student's health should be recorded from the neonatal period and include such information as histories of infections, serious diseases or illnesses and problems concerning general development (Appendix 1-B).

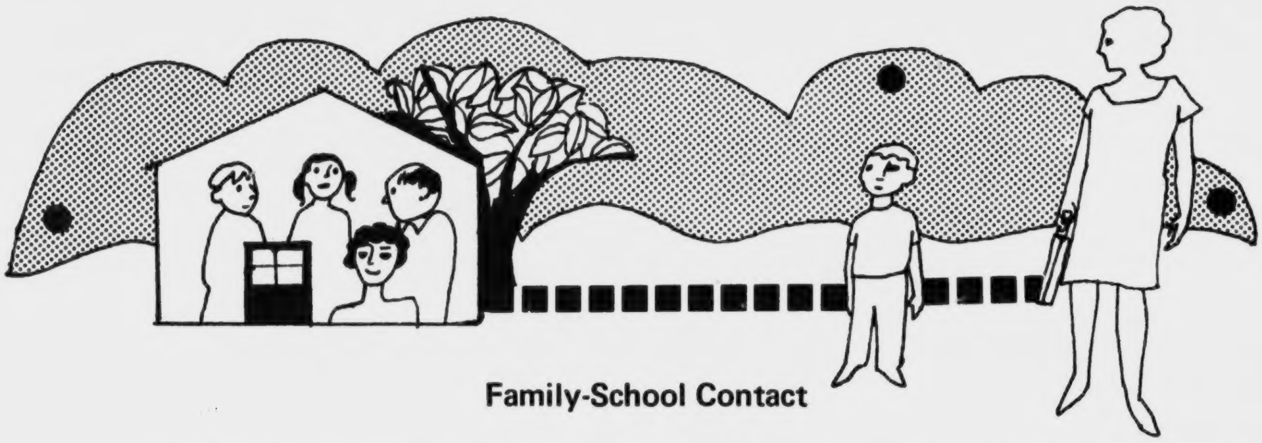
ACADEMIC PROGRESS RECORDS

Academic progress records are also important in assessing pupil behavior and lack of academic performance. Saying that a student does "C" work in arithmetic gives relatively little information to a parent, subsequent teacher or examiner. Specific areas of strength and weakness should be cited with concrete examples of the pupil's work. The frequency of error is not as important or revealing as the type of error. For example, a student might be functioning poorly in reading and receive a failing grade in this subject on a report card. If the record states that a student is functioning poorly in reading as evidenced by errors in omissions, reversals, or substitutions, the teacher is given some insight into the type of problems the students might be experiencing. Types of errors or academic problems in specific areas are often indicative of certain kinds of learning or physical disabilities. Written teacher comments, along with samples of pupil work, give much more information than letter, per cent or pass/fail evaluation systems.

SOCIAL BEHAVIOR RECORDS

Social behavior records are extremely important. Many teachers feel that only problem behavior warrants reporting. This is untrue. General behavioral patterns, behavioral modifications and good behavioral or social characteristics should be indicated on a pupil's permanent record so that changes in pupil behavior can be assessed.

The most effective means of reporting social behavior, particularly when dealing with a problem or symptom of a problem is the anecdotal record. In this way, the teacher provides a dated, documented commentary on specific incidences of pupil behavior. When examined together, these anecdotal reports reveal long-term behavioral patterns and modifications that are of importance to teachers, parents, and professional examiners. Refer to *Reporting Pupil Progress in Special Classes for the Retarded.* Appendix 1-C is a sample of an anecdotal record.



Family-School Contact

The family and school exert the greatest influences on the behavioral patterns of the young child. Much of the imitation and modeling found in the behavior of young children is the result of home and school influences. It is important that the lines of communication between home and school are left open and that both of these factions work together for the good of the particular child involved.

PARENT-TEACHER CONTACT

Parent-teacher conferences are one way of establishing good family-school contact and providing an effective method of reporting pupil progress. In order for such a method to be successful it is necessary that teachers dispel the negative connotation often associated with the word conference. Conferences should be established to acknowledge good progress and behavior as well as to discuss problems. The success of the parent-teacher conference will depend upon many factors. Some guides for the teacher to follow in preparing for her parent-teacher conferences are listed below:

- Have all materials ready and available, i.e., cummulative records, anecdotal records, samples of pupil work, recent tests or psychological reports.

- Take time to make the parents feel comfortable and at ease by starting the conference with pleasant non-academic conversation.

- Conduct the conference in a quiet, private and relatively informal atmosphere which is free from interruptions.

- Explain the purpose of the conference and give a brief synopsis of the material to be covered.

- Initiate the conference with some pleasant and favorable comments about the student.

- Be specific. Illustrate what you are saying via concrete examples of the pupil's work, behavior, or problems.

- Discuss social adjustment as well as academic progress.

- Discuss specific strengths and weaknesses and give specific suggestions for helping the student.

- Allow and encourage parent participation and sharing of ideas throughout the conference. Use the parent as a source of helpful information instead of talking at him or her.

- Ask some leading questions that will give some information about the pupil's home behavior and environment.

- Refer all questions and comments that you feel unqualified to answer to the proper source, i.e., "Is Billy really emotionally disturbed or is he just a troublemaker?" (School psychologist). "Why aren't you allowed to tell me Susie's I.Q. score?" (Principal or superintendent). "What kind of trouble does Mike get into on the bus?" (Bus driver).

- Never sacrifice honesty or realism for the sake of a pleasant, easy conference. It is the responsibility of the teacher to give the parent a truthful and realistic picture of the student rather than sugar-coating the situation.

- Encourage the parents to request additional conferences if they deem them necessary.

- Occasionally involve the student in parent-teacher conference sessions to discuss particular issues or allow for self-evaluation.

The parent-teacher conference provides a way in which parents and teachers can share information, ideas and suggestions about a particular pupil. This method of communication is helpful in assessing pupil behavior and its modification. Home behavior can vary considerably from the student's school behavior. When parents and teachers compare their observations, they are given insight into the student --

his problems, concerns, and methods of dealing with them in various situations. Teachers and parents should work together to provide consistent standards and realistic expectations for pupil behavior.

HOME VISITATION

The home environment is a vital source of information to the teacher who is trying to evaluate a pupil's behavior. The problems that a pupil must contend with in school might not be present in the home situation. Conversely, problems that a student faces at home might not be apparent at school. In familiarizing herself with the student's home situation, the teacher gains insight into some of the dynamics influencing his behavior or performance. Home environment has the greatest influence upon early behavior and this early behavioral pattern affects school adjustment and performance.

The purpose of a home visit is to obtain a better understanding of the child as he functions away from school. Although the teacher might want to discuss the academic progress or social adjustment of the student, this should not be the main purpose of the home visit. The home visit should be a comfortable and enjoyable experience for all the parties involved. It is important that the parents feel that the teacher is not visiting in order to snoop, probe or criticize. The successful home visit will give the teacher greater insight and understanding concerning the student as well as open lines of communication between the home and school.

Here are some guidelines for the teacher to keep in mind when conducting a home visit.

- Avoid judging the living situations of others in terms of your own standards.
- Show respect and concern for both the pupil and family.
- Look for patterns of behavior, management, family relationships, that might have relevance for planning a school program for this student.
- Schedule a visit when all members of the family are home, preferably in the evening, to observe family interactions.
- Find out and obtain information concerning the pupil's hobbies, leisure time activities, and relationships with parents and siblings.
- Keep the visit within reasonable time limitations.
- Make a written summary of the home visitation shortly after the visit is made. Comments should be objective and related to general assessment of the pupil regarding his behavior, abilities, and reactions.
- Make practical use of the information and observations gathered, and apply them to the school situation through better understanding of the child, useful methods of modifying behavior or performance, special hobbies or interests, areas that require special help or reinforcement, or cause and effect relationships.

An example of a cause and effect relationship is:

> *Tommy was quite fearful of his father. He did not participate in the conversation and kept looking at his father to see his reaction to everything that was being said. Tommy has a dislike for and acts aggressively towards authority figures as evidenced by his behavior in school.*

- End the visit in a cheerful and friendly manner.

For further information refer to page 45 of *Reporting Pupil Progress in Special Classes for the Retarded.*

PARENTAL INVOLVEMENT

Active involvement stimulates interest. By giving parents an opportunity to become involved in school activities the teacher has a means of stimulating parental concern, interest, and understanding. Parents and teachers can learn much from each other and it is important that lines of communication be kept open between them. If parents and teachers work at cross-purposes, the student is likely to be caught in the middle and suffer from the consequences.

If a pupil has a behavioral problem or educational problem, he particularly needs the support and understanding of both his parents and teachers. Many pupils, particularly problem pupils, benefit from having their parents involved in school activities. They feel a sense of pride and security in knowing that their families are interested in sharing experiences with them. There are many opportunities for parental involvement in school and the teacher should utilize these. A teacher should provide guidelines for both herself and the parents in order to make them a help rather than a hindrance in promoting her programs.

- Guidelines for Teachers

  Encourage parental visitation to your classroom. Have students become accustomed to the presence of adults from time to time.

  Do not isolate the parents with busy-work tasks.

  Utilize parental interest and special ability areas for special lessons, units or demonstrations, i.e., cake decorating or dog grooming.

  Provide opportunities for parental participation in both academic and non-academic activities such as storytelling or conducting individualized tutoring.

  Let the parent into the regular school program and routine, rather than altering the program for the parent.

  Accept the parent as a helper, rather than as a threat.

- Ways of Utilizing Parental Involvement

  room mothers (arrange conferences, parties, gifts)

  playground supervisor

  lunchroom aid

  paper grading and recording

resource personnel for special topics or units

transportation on trips

help during arrival or dismissal times

remedial instruction in special areas

chaperone field trips

individual tutoring

small group instruction on a special activity (cooking, story-time, sewing, art)

utilization of special skills in presenting units (father who is a photographer might show how camera works, photograph class, field trip to studio)

Test Profiles

The use and misuse of tests as a means of assessing pupil ability and performance has always been a subject of controversy among parents and educators. Much of the difficulty has ensued because tests were often subject to misinterpretation or subjectivism. The results were often used as a final assessment of the pupil's abilities and progress.

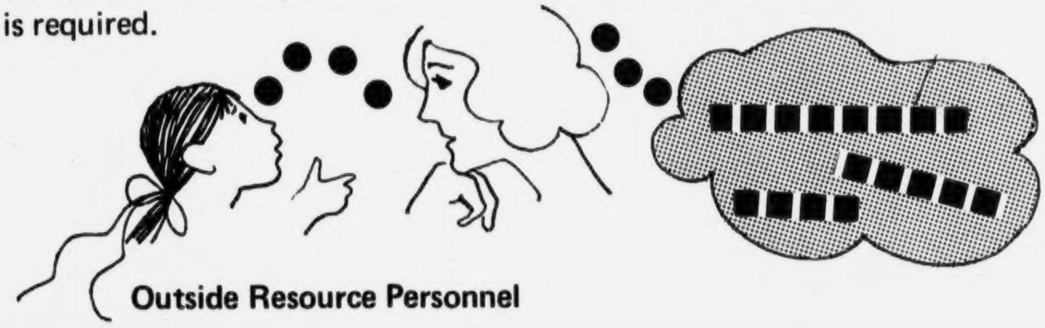
Tests should be used only as an indicator of ability and of individual pupil strengths and weaknesses. The test scores are not important or helpful to the teacher when considered alone. Rather than looking at scores the teachers might observe patterns of errors and types of indicated disabilities and problem areas. This information could then be utilized in planning an effective program for the particular child undergoing evaluation.

There are certain criteria which must be considered when testing pupils. First, the use of testing as a means of pupil evaluation requires ethical professional conduct. Standard tests should be available only to properly qualified persons. If the examinee has had previous coaching or exposure to the testing device, the results can be considered invalid.

Most tests should be administered and interpreted by trained personnel. Some group tests can be given by untrained personnel but should be interpreted by professionals. Even the most highly trained people should exhibit extreme caution in interpreting test results to parents, teachers and others.

When administering tests to a pupil, it is important that all phases of development be considered, i.e., intellectual, social, and emotional. A complete test profile should include instruments for assessing intelligence, aptitude, achievement, interests, personality, social and emotional development, and physical, sensory and motor abilities. Teachers and examiners should work together in evaluating and interpreting pupil test patterns for practical classroom application. If the results seem to indicate a particular problem or disability, the child should be referred to the proper professionals for further evaluation.

Appendix 1-D is a list of some of the more common tests used in all areas of pupil evaluation. A complete developmental profile on the pupil should include at least one test from the three main areas of intelligence, achievement and personality. If test results indicate a particular disability in a certain area, more extensive testing is required.



Outside Resource Personnel

The teacher should utilize all personnel and agencies available to her in assessing the needs, abilities and disabilities of her pupils. These additional resources can give the teacher information concerning medical background, family relationships, home environment, financial or employment situations. Any information that a teacher obtains about a particular student helps her understand the student and enables her to adapt her program and methods to meet the student's needs.

Many services and agencies are willing to help teachers in certain areas or with certain pupils but some of their information must remain confidential. The teacher should ask only for information that she can apply to her procedures for handling a particular student in the classroom.

In cases where a student has a learning or behavioral problem, this multi-personnel approach is almost a necessity as a means of determining possible cause and effect relationships and should enable the teacher to function more efficiently in her role.

Here are some supplemental personnel and services which will prove useful to the teacher:

- Personnel
  - school principal
  - school administrators (Board, Dept. of Education)
  - school counselors
  - social workers
  - family physician
  - occupational therapist
  - school superintendent
  - school nurse
  - school psychologist
  - director of special education
  - school physician
  - speech therapist

psychiatrist or psychologist

medical specialists:

pediatrician, orthopedist, ontologist, ophthomologist, neurologist, cardiologist, dentist, dietician

tutors

physical therapist

other teachers who have had contact with the particular student being considered

remedial area instructor

parents, relatives

● Agencies

Visiting Nurse Association

Society for the Prevention of Cruelty to Children

Child Guidance Clinic

Citizens Council on Crime and Delinquency

Youth Employment Centers

Child Development Clinics

YMCA, YWCA, YMHA, YWHA

Boys' Club of America

Campfire Girls

Local Medical Society

United Cerebral Palsey

Board of Education (Special Education Department)

State Employment Center

Commission for Hiring Handicapped (State)

Special Education and Guidance Service (State)

State Health Department

Local Religious Organizations

Easter Seal

Division of Employment Security

Children's Home Society

Congress of Parents and Teachers

Community Hospitals

Boy and Girl Scouts

Big Brother Association

Catholic Youth

Society for the Prevention of Blindness

State Education Association

Youth Opportunity Center

Iowa Society for Retarded Children

State Board of Social Services

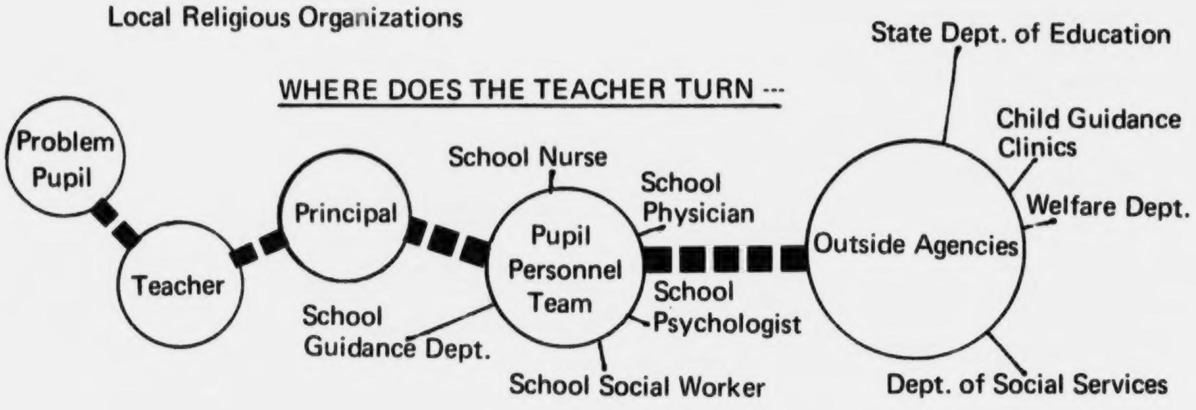
State Juvenile Field Services

Department of Public Instruction (State)

Economic Opportunity (State)

Welfare Association

WHERE DOES THE TEACHER TURN ---


State Dept. of Education
Problem Pupil
Teacher
Principal
School Nurse
School Physician
Pupil Personnel Team
School Psychologist
School Guidance Dept.
School Social Worker
Outside Agencies
Child Guidance Clinics
Welfare Dept.
Dept. of Social Services

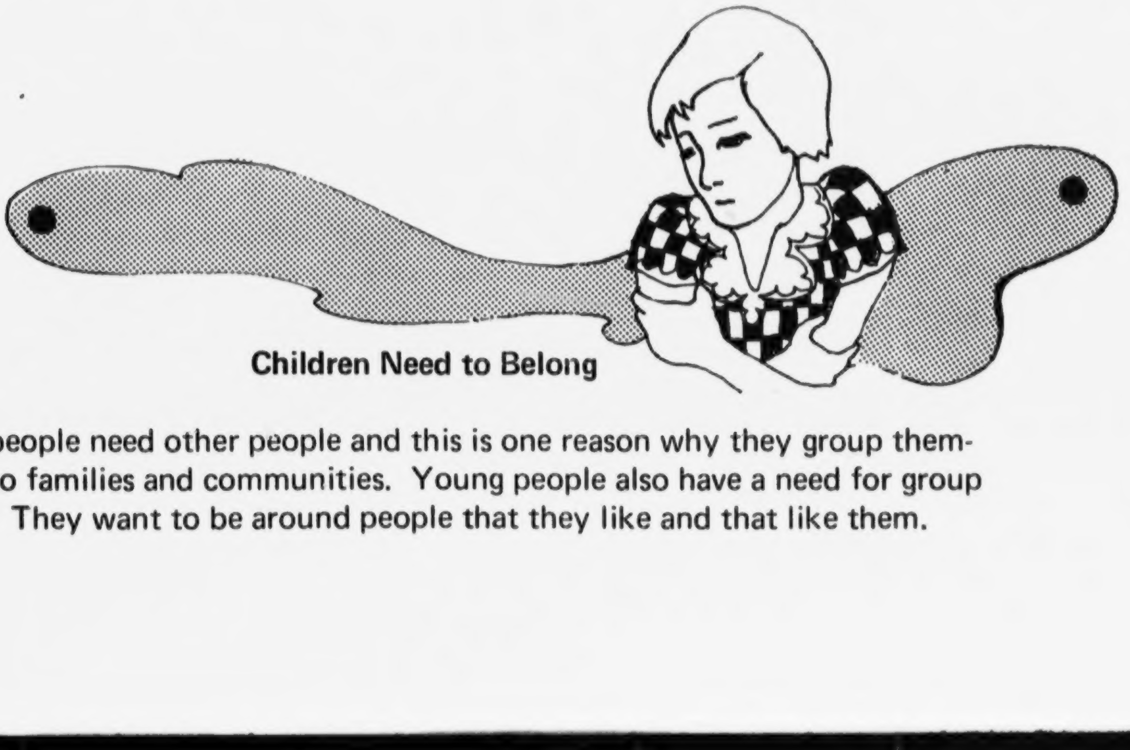
NEEDS INFLUENCE BEHAVIOR

Needs Influence Behavior

Why is behavior such an important factor in learning? Because academic learning becomes impaired or is non-existent in an atmosphere that is chaotic or disorganized. When classroom control breaks down due to behavioral problems, the teacher and children feel frustrated and insecure and, consequently, learning cannot occur with the ease and efficiency that we would expect. A controlled classroom does not imply a sterile learning situation where the students work dutifully and quietly with their seatwork or homework assignments. A controlled classroom can, and should, be a bustle of purposeful activity where students are physically and mentally involved in learning. The good teacher creates a controlled atmosphere not by authoritarian force or coercion, but rather by keeping her students active, interested, and motivated in what they are doing, and by having the students learn self-control and inner discipline. The master teacher, like the good parent, strives to make her charges as independent as possible, and, through her own self-control and inner discipline, serves as a model to her students.

Some teachers seem to have fewer problems than others with classroom management and behavioral difficulties. This is not pure happenstance. Although some teachers have a natural talent for managing a class with minimum effort, most require practice, trial and error, and definite procedures for maintaining a controlled and productive learning situation. Good classroom control seems to be an acquired trait. The guideline for any teacher to follow in promoting acceptable behavior and classroom management is "an ounce of prevention." A teacher who keeps the needs of her students in mind when setting up her classroom, methods, and materials, decreases the probability of having severe behavior and management difficulties.

The following guidelines are offered for the teacher who may want to utilize these in order to provide the healthy emotional climate in which learning takes place.



Children Need to Belong

Most people need other people and this is one reason why they group themselves into families and communities. Young people also have a need for group identity. They want to be around people that they like and that like them.

Some students feel isolated--they don't identify with their families, peers, teachers and feel that no one cares. These feelings of isolation or abandonment make pupils feel insecure and this insecurity can, and often does, lead to behavioral and management problems.

Teachers might find these guidelines useful in promoting security and a sense of belonging in their pupils.

**UGGESTIONS
OR THE TEACHER**

- Show concern for the individual pupil by acknowledging such things as birthdays, additions to the family, special trips, or accomplishments: "I'm so pleased that you won a blue ribbon at the 4-H Fair."
- Mention a pupil's appearance, belongings, clothes, or activities: "That's a sharp pair of pants you have there, Mike."
- Inquire about various aspects of the pupil's daily life to show that you care, i.e., family activities, sports, movies, school work in other classes, or weekend plans.
- Show concern and appreciation for outside school hobbies and interests. Encourage the pupils to share these activities with the class.
- Keep seating arrangements flexible to provide maximum opportunity for classmate contact and interaction.
- Provide outside school activities to encourage group identification and a feeling of belonging, i.e., class picnic, class theatre party, intramural sports activities, or class community projects (paper collection, city beautification, food and clothing drives, bake sale for charity).
- Show an active interest in pupil ideas and suggestions. Students benefit from feeling that you consider their thoughts and ideas worthwhile and important.
- Encourage and allow pupils to take part in formulating classroom rules and procedures. Teachers are often amazed at the maturity and good judgment their pupils exhibit when allowed some autonomy.
- Greet each pupil in some individual manner when he enters your classroom (a wave, wink, or smile. The object is to indicate that he is noticed and that you are glad to see him.
- Plan some time during the day for personal contact with each pupil: "Hi!" "How are you doing?" "Did you ride your bike yesterday after school?"
- Make use of those informal periods during the day for social contact and conversation with the pupils, i.e., class entry and dismissal, lunch time, bus trips, field trips, or playground activities.

- Encourage group interaction and participation in activities by presenting projects or lessons that require team or group work.

- Show the pupil who is absent that he is missed and remembered by writing a note or sending a message, calling the pupil, or sending out cards from classmates.

- When a student returns to the classroom after a long absence, recognize his return and indicate an interest in what he experienced while away. He might want to share his activities or experiences with the class and should be encouraged to do so, for example, a stay in the hospital or a special trip.

- If a student has been absent, he might feel a bit strange and "snowed under" upon his return. Allow ample time for him to renew friendships and catch up on missed work.

- Show sensitivity to a new student in the class. Allow time for him to be accepted without pushing him into artificial relationships:

    1. Appoint a "buddy" to help orient him to school layout and procedures.

    2. Include him in planning and activities if he indicates a desire to participate. Try not to force him into situations where he might feel uncombortable.

    3. Give him a special job or responsibility in the room if he is willing. Taking attendance helps him learn the names and faces of classmates.

    4. Allow plenty of time for adjustment. The overly solicitous or fawning teacher complicates matters for the new student.

- A teacher will have negative feelings toward certain pupils and shouldn't feel guilty about this. Accept and recognize these feelings and then work around them in a way that is best for both the pupil and teacher.

- If a student must be criticized or disciplined, carry this out in a constructive manner. Criticize the act or action -- not the pupil.

    This: "I'm disappointed with the job you did on your worksheet and I'm sure you'll try a little harder on your assignment for tomorrow."

    Not This: "You must be even more stupid than I thought. I've never seen such a lousy job in all my life!"

- Keep discipline a private matter. If a child must be reprimanded, do it in a way that won't isolate him from or jeopardize his position in the group. Avoid "singling out" or making an example of an individual student: "No one wants to be friendly with a boy who behaves as badly as you do."

- Accept mistakes as indications of what must be learned. Using sarcasm, ridicule, or embarrassment for handling mistakes makes a pupil feel that you are against him and that he does not belong.

- To end the day on a pleasant note, dismiss each child with a smile and personal comment.

- Start each day with a clean slate. Grudges and unpleasant feelings should be forgotten at the end of the day.

SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

- Special class students often feel isolated and alienated from the rest of society. Maximum opportunity should be provided for the special class student to function in out-of-class activities where they feel competent and comfortable:
    1. participation in all-school activities, such as films, assembly programs, fairs
    2. membership in community clubs, such as YMCA, Boy and Girl Scouts, park recreational activities
    3. establishing social relationships with children in their neighborhoods, other than special education classmates

- Special education pupils have a harder time handling and making social contacts. Socialization should be an integral part of the daily classroom routine and the teacher should plan special activities to encourage socialization and a feeling of belonging, i.e., show and tell, class discussion, role playing and dramatization, or group recreational games.

- Much of the instruction in the special education classroom is individualized. In non-academic areas the group should be called together for participation in group activities.

- Pupils in special education classrooms will sometimes discriminate against one another because of physical appearance, special disability or handicap. The teacher can foster feelings of belonging and acceptance through example and by judging her pupils on their individual abilities rather than disabilities.

Children Need to Achieve

Disregarding the need for achievement is a major reason for poor classroom behavior. Children who feel a sense of personal worth and recognition are happy with themselves and have a healthy self-image. Children who experience chronic failure consider themselves unworthy and they sometimes release this frustration and insecurity by acting in unacceptable ways.

Needing and seeking attention is not a bad thing. It is the *way* in which pupils seek to fulfill this need that makes the difference. Children who are given the opportunity to achieve meet this need through the praise and recognition they receive through their actions and accomplishments. Those who always experience failure and frustration look for other means of gaining attention -- by misbehaving.

It would be impossible to find a child who could not succeed at anything, and it is the responsibility of the teacher to discover and capitalize on individual pupil abilities. The following suggestions might be useful to the teacher in setting up a learning environment where all pupils are given a chance to achieve and experience a sense of personal worth.

SUGGESTIONS FOR THE TEACHER

- Make an effort to understand why a student who does not meet his need for achievement often resorts to unacceptable behavior such as lying, cheating, or making excuses.
- Allow for individual differences in ability, achievement and interest level. Gear your teaching so that each child experiences some school-related success and achievement, i.e., academic achievement, progress in sports, help and cooperation in the classroom, personal appearance, or special interests and abilities. (Penalizing a student who has a poor academic record by keeping him off the baseball team might be destroying the *one* opportunity this student has for achievement.)
- Supply a variety of media and activities that might enhance natural talent and ability, i.e., tools, sports equipment, art materials, or a varied supply of books.
- Show appreciation for non-academic, as well as academic skills, i.e., sewing, art work, wood-working, or model building.
- Prepare the student with all necessary background, practice, and information concerning a task, project, or job he will be performing.
- Keep tasks and activities well placed and well spaced, i.e., alternate quiet study periods with sessions of physical play or activity. Always inform students of a change in activity about ten minutes before the activity is to begin to give them a chance to finish up, put materials away, and get mentally set for the transition: "You have about ten more minutes to work on your projects. Try to finish up and then get into your reading groups."
- Make assignments and directions clear.
- Give the student the benefit of the doubt concerning learning abilities and behavior. Avoid statements such as: "He isn't trying." "He just doesn't care." "He doesn't want to do his work." Examine the cause along with the effect.
- Discuss the possibilities for failure when performing a task to prepare pupils for possible disappointment.

- If a student experiences failure, use his failures as a learning vehicle, i.e., show what is yet to be learned instead of what is not known.

- Praise and acknowledge any sign of progress no matter how small or insignificant. The *process* of learning is more important than the end product.

- Give the student an opportunity for joint teacher-pupil evaluation of progress and achievements. A structured six-week personal evaluation conference or report might prove beneficial.

- Attempt to create an atmosphere of healthy, not hostile, competition.

- Provide situations where students work with each other and seek help from one another through group projects or team-learning.

- Allow opportunities for helping others as a means of self-achievement, i.e., aiding younger students, school jobs, playground and bus supervision, or community action projects.

- Use rewards cautiously and not as an end in themselves, such as stars, candy, or high marks. The aim in using rewards as a means of modifying behavior is to have the behavior eventually become self-rewarding.

  Physical reward -- candy, sugar-coated cereal, chips for a special privilege or object value: 10 chips = 1 new pencil

  Verbal reward: -- "Good for you, Johnny."

  Non-verbal physical reward: --wink, pat on arm, smile

  Proper behavior: -- self-rewarding. Behavior has become internalized and is now an intrinsic reward in and of itself.

- Use a reward system that emphasizes the process of the accomplishment rather than the end product.

  This: Write a comment such as: "What a fine job you did on this test. You must have studied very hard and your good work has paid off."

  Not This: A star on an "A" paper with no accompanying remarks.

- Punishment should be constructive.

  1. The punishment should relate to the task, and be constructive rather than destructive.

     John was reprimanded for picking on younger or smaller students:

     This: Have John, with his teacher, spend the next noon recess supervising a game on the playground for the young students.

     Not This: Have John write "I will not pick on little kids" 100 times on the chalkboard.

  2. Double or triple penalties should be avoided.

In the special education class there is a wider range of ages and abilities than is normally found in a regular classroom. The standards for individual pupil achievement should be flexible enough to take these variables into account.

- Each pupil must be individually considered. Avoid comparisons with other pupils of the same age and grade level.
- Tasks should be shorter and more explicit than would be acceptable in a regular classroom.
- Lessons should be culminated when the motivation is still high and some degree of success has been achieved. The "You'll work on it until you get it right" approach will surely kill both interest and willingness to learn.
- Expect the child to use skills even though the learning might be difficult or unpleasant. Proceed slowly and deliberately giving praise and reinforcement for steps in the right direction.
- Special class students may have a hard time achieving in school. The special class teacher should be willing to invest the little extra time and emotional support needed to assure some level of success.
- Long-range goals are too indefinite for special education students. Although the teacher should have long-range goals concerning pupil performance, the students should be able to see the results of their efforts within a short time. As an example, in planting seeds, choose flowers or vegetables which sprout quickly to keep interest level high.
- Give immediate feedback and results on all tasks or assignments. These pupils benefit from having errors picked up and corrected before they practice an incorrect response. Unlearning and relearning are more difficult to achieve than learning for the special education student.

Children Need to be Unafraid

Some fears seem to be present from birth, i.e., fear of loud noises or fear of falling. Fear is not a bad thing; in fact, it is sometimes necessary to be cautious and fearful for self-preservation. We teach children to fear traffic, certain weather conditions, fire, strangers, because we want them to protect themselves. It is necessary that children learn why they should fear certain things so they can react with reason and not emotion in a threatening situation. However, excessive or irrational fears or anxieties inhibit learning. Some children are afraid of school, teachers, and all things associated with a classroom situation. When students are fearful or afraid, all their energies and efforts are channeled towards handling or hiding their fears. Consequently, learning and absorbing new information or experiences remains at a standstill. The way children react in a threatening school situation varies from child to child. Some children hide, run away, daydream or withdraw. Others have physical manifestations that reflect their anxiety, such as chronic worry, dizziness, fatigue, nausea, weakness, sleeplessness, or involuntary excretion. Still others tend to overcompensate for their fearfulness and react with uncooperative behavior, brashness and bravado.

Being afraid contributes to both learning and behavioral problems in the classroom. The following suggestions might help the teacher in setting up a classroom situation where the students feel comfortable and at ease. In such a setting, the student can direct his energies toward learning and be free from the fears of failure, punishment, or ridicule.

SUGGESTIONS FOR THE TEACHER

- Create a classroom situation that promotes freedom from fear, emphasizing success rather than failure and including flexible requirements for achievement, ability, and interest. A time for relaxation, some restful music, games, parties, or fun activities should be provided during the day.
- Allow for a permissive classroom structure, free from threatening situation, i.e., reasonable expectations, consistency in teacher behavior and standards, fair and cautious discipline.
- Create an environment where a student can talk openly about and discuss his fears. Some common school associated fears are: fear of being left out, punishment, failure, not being liked, school and teachers.
- Allow the student to become aware of the fears of others so he doesn't feel alone or isolated in his fearfulness.
- Encourage the student to discuss fearful situation he might see or hear on mass media, television, radio, or films, (mob riots, shootings, fires, auto accidents, floods, tornadoes.)
- Include a unit on common fears in your yearly curriculum, as fears tend to be reduced when talked about. Promote realistic discussion about fearful elements of society in the classroom, such as war, pollution, overpopulation racial strife, bombs.
- Bring in resource personnel to discuss situations that the student might find fearful, i.e., firemen (discuss causes, preventions, actions to take during a fire), policemen (tell how to avoid getting into trouble), librarians (tell how to use the library and who to turn to for help).
- Caution the student about potentially dangerous situations without making him fearful, i.e., looking both ways before crossing a street is a form of caution and is beneficial to our safety.

- Emphasize the value of individual differences to reduce the fear of being different. Discuss differences in appearance, interests and abilities. Show how differences are valuable and failure to conform will not be penalized.
- Keep challenges to a minimum for the inherently fearful student.
- Keep competition within reasonable limits during playground activities and body contact sports.
- Make any form of competition voluntary and keep it carefully controlled.
- Counsel the student in a calm, self-assured manner. Don't exhibit horror or shock at his feelings or actions, i.e., if a student runs and hides under a desk when he hears thunder, don't make an issue of his actions. Discuss and counsel him about his fears later and in private.
- Condition pupil behavior by understanding and kindness rather than by threats, punishment, or ridicule.
- Realize how real fears are to the student although they might seem ridiculous to you.
- Reduce your own feelings of fear and aggression so that you may serve as an example to your class, i.e., a teacher who turns into a mass of jelly when the principal enters the room passes this reaction on to her students and conditions them to fear him.
- Preparedness and familiarity with situations eliminates fear. A student is usually unafraid when he knows exactly what to do and what is expected of him.
- The student should receive adequate training in school situations that might produce fear such as fire drill, disaster drills, injuries or illnesses.
- Report any deep and persistent fears of students to a proper school authority for professional counseling.
- Keep reward/punishment techniques non-fear producing. Scolding, threatening, and nagging increase insecurity.
- Fears need not be specific. The tense, nervous, and anxious child is also a fearful child, although this fear is non-specific and materializes as a free-floating anxiety.

SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

- Because of impaired reasoning abilities, special education students are often fearful. They need routine, security, and consistent handling in the classroom in order to alleviate these fears, i.e., regular daily routine and schedule, predictable teacher behavior, much review and overlearning, familiarity with physical layout, familarity with school personnel.
- Keep challenges within reasonable limits. A challenge serves to motivate if it is within the range of a pupil's ability; if not, it poses a fearful and threatening situation for him.

Children Need Affection and Understanding

There is no deprivation so severe as the feeling that we are unloved and unwanted. A child's first experiences with these emotions can come from his family. If he feels emotionally deprived within the home situation, he carries these feelings of resentment and unworthiness with him in his relationships with friends, classmates, teachers, and eventually, members of the opposite sex.

The teacher often finds that the student who feels unloved and unwanted is a behavioral problem in the classroom setting. He responds to this lack of affection in various ways, such as: unreasonable demands for attention, escape into fantasy, extreme aggression or withdrawal, or physical manifestations such as over-eating, or finger sucking. He may demand attention or affection in inappropriate ways. He may be overly demonstrative in his reactions toward others or might be so withdrawn that he shows no reactions.

The teacher, like the parent, should realize that disregarding the need for affection and understanding creates a classroom environment that invites behavioral and management problems.

SUGGESTIONS FOR THE TEACHER

- Try to establish a close and confidential relationship with the student. Allow him to share feelings and confidences with you while still maintaining a teacher-pupil relationship. Encouraging a buddy-buddy relationship between a teacher and her pupil might open a "Pandora's Box," i.e., feelings on the part of other students about favoritism (teacher's pet); conflict of allegiance between professionalism and interpersonal relationships.
- Show that you like and accept the student on an individual basis.
- Show that you are interested, not curious, about his family and friends, interests, hobbies.
- Allow opportunities to feel and express all types of emotions, both positive and negative. The teacher who blows up at the student who says he hates school only reinforces his negative feelings. The teacher who allows the student to discuss his feelings and the reasons behind them makes progress in handling and solving the problem.
- Reassure the pupil that his feelings are important and respected.

- Show interest and concern for what the student says or shares with you, regardless of how unimportant or irrelevant the material seems. A teacher establishes rapport and a congenial relationship when she seems to be interested and enthusiastic about a subject that is interesting to the student.

- Provide opportunities to show that many feelings (such as love, hate, jealousy, fear) are universal.

- Accept the feelings that motivate certain types of behavior but *do not* automatically accept the types of behavior that reflect these feelings. For example, a teacher might understand that Johnny sets fires because he feels insignificant and rejected at home; she cannot, however, accept his pattern of behavior for releasing these feelings. Setting fires is an unacceptable and dangerous way of handling his emotions.

- Help the student evaluate both acceptable and unacceptable behavior.

- Criticize a specific act or form of behavior, not the *person* who committed the act.

  This: "Cheating on work will not be accepted in this classroom. You will never learn things for yourself if you use other people's work. I don't want this to happen again."

  Not This: "You are a cheat and a liar. I'm going to rip up your paper and you are going to the principal's office."

- Show the pupil alternate methods for handling emotions and solving problems.

  A group of six girls are playing jump rope. Margery would like to play also, but the girls tell her there are already too many and they have to wait too long between turns. Margery's feelings are hurt. She feels left out and as if no one likes her. What might Margery do? Why?

  1. Hit the girl who said she couldn't play.
  2. Cry and tell the teacher.
  3. Take the rope and run away.
  4. Understand why the girls felt the way they did and try again some other day.
  5. Always exclude the girls from her games and activities.

- Understand why some students seem to be overly affectionate; don't reject or ridicule their behavior.

- Be sensitive to the student who is meeting his need for love and affection by substitution, i.e., overeating, clinginess.

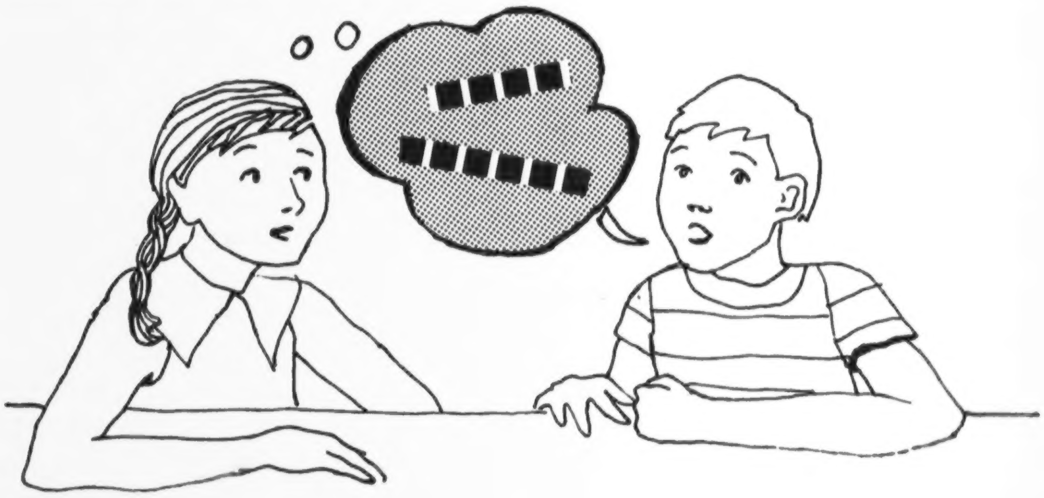
- Graciously accept the attempts the student makes to do nice things for you.

- Attempt to identify the student who needs extra love and affection and choose this student for some extra individual attention like a ball game, dinner at your home, or picnic.

- Create a special activity or comment about a student's birthday, absence, achievement.

SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

- Keep pets in the classroom to serve as an outlet for the feelings of the student--his need to cuddle or care for something.
- Be aware of a student's home situation in order to be sensitive to his particular needs. Some common home situations that might create special emotional needs are parent absenteeism, divorce, poor sibling relationships, recent death or financial crisis.
- Develop a friendly, cooperative relationship with parents of students.
- Show empathy, if not sympathy, for emotional situations.
- Students in special education classes often feel unloved and unworthy due to the nature of their disabilities as well as the reactions of others (family, friends, teachers) toward these disabilities. The teacher, in this situation, often must be more overt in her physical interactions with her students to actively demonstrate her affection and acceptance of them, i.e., hugging, touching, facial and verbal reinforcing.
- Students need love and affection. The teacher must be sensitive to this need and help fulfill it within the role she represents. This is, however, not the prime purpose of the teacher. A teacher is an instrument to motivate and promote learning. Although love and affection are important, they are not enough. The aim in special education is towards independent functioning. A little support and guidance fosters this goal; too much sympathy, mothering, and smothering may thwart all efforts toward this goal.
- Teachers are expected to have likes and dislikes. Admit these feelings to yourself and work with them. The special education student is "tuned-in" to the emotional climate surrounding him. He is an accurate barometer in picking up feelings of rejection, dislike, or false affection. Be honest and fair when assessing and handling your own feelings and those of your pupils.



Children Need Freedom From Guilt

Children often feel ashamed or guilty about their acts or feelings. Much of this guilt arises from a feeling of isolation and low self-concept, i.e., "I'm the only one who thinks such evil thoughts and does such terrible things."

Children who suffer from feelings of guilt react in different ways. They may:

run away from a guilt-producing environment (home, school)
wish they could eradicate the act or deed that makes them feel guilty
avoid people with whom they connect their guilty feelings
blame themselves
behave compulsively
act shyly
become over-involved in social causes
act aggressively

Since the guilt-ridden child feels that he, and he alone, is nasty, stupid, immoral, dishonest, these feelings are intensified by adult self-righteousness and ridicule. The teacher can do much within the classroom situation to dispel guilt by providing an atmosphere where the student sees that he is not alone in his feelings and has acceptable means of utilizing his natural curiosity and need to explore. The teacher can also encourage discussion about guilt-producing situations to enable the student to judge his own thoughts and actions realistically.

SUGGESTIONS FOR THE TEACHER

- Create a classroom atmosphere where the student gets positive feedback about himself to raise his self-respect and self-esteem.

- Look for the positive and worthiness in the student.

- Make a special effort to praise and reassure the student who seems to suffer from guilt feelings. "I know how you feel about hating school. When I was your age I often felt the same way you do. You're doing just fine in school and there is nothing to worry about."

- Discuss common feelings of guilt and the situations that give rise to feelings, such as fighting with or hating parents, wishing for the death or injury of a sibling, lying about something you've done.

- Talk about common guilt feelings and the acts that might foster these feelings: guilt-producing acts such as cheating, stealing, lying, "dirty" thoughts.

- Be sensitive and aware of the student who seems to be running away or withdrawing because of guilt feelings. Eliminate the cause of the reaction instead of handling only the reaction itself, i.e., truancy.

- Provide the student with a good sex education curriculum to dispel feelings of guilt concerning sexual preoccupations. We must accept and recognize our sexuality as a part of our total being. Dirty jokes, pictures, gestures, obscene language, sexual play or experimentation should be explained openly and frankly to dispel guilt.

- Allow the student to make mistakes and to see the value of mistakes. Use mistakes as a basis for future teaching and learning and never penalize a child for making a mistake if he has made an honest effort.

- Emphasize that defeat should not make one feel ashamed, i.e., causing your team to lose a track meet or getting the lowest grade in the class on an exam.

- Encourage the student to look to the present and future without dwelling on past mistakes and failures. Serve as an example of this yourself in handling your pupils.

- If an unpleasant situation that produces group guilt arises in a classroom (destruction of property, personal injury, thievery, or suspected cheating) the teacher might:

    1. Keep her attitude free from making any child feel suspect when a misdemeanor has occurred.
    2. Make sure sufficient evidence is gathered.
    3. Ask the student constructive questions to determine what actually occurred in any given situation.
    4. Find ways to investigate a situation without penalizing an entire class.
    5. Never make an example of an individual student by making value judgments or penalties that produce guilt or damage security, i.e., "What would your mother say if she knew what you did?" or "Remember, God can see what you are doing all the time."
    6. Keep pupil reprimands on a private basis.

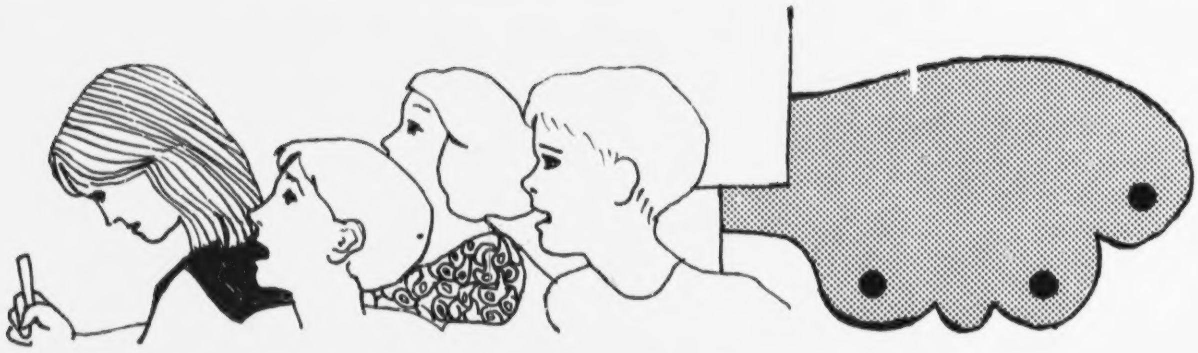
SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

- A student should gain attention and recognition from those things that he can do, rather than feel guilty and inadequate about the things he cannot do. This is particularly important for the student who has academic, social, physical, or emotional handicaps.

- The handicapped student often feels guilty about his condition and the effect this condition has had on his family, i.e., added expense, social ostracism and shame, special considerations in schooling, recreation or location of family home. This student must be made to feel that he is in no way responsible for his condition. Allow the special education student to be useful and productive so he does not feel guilty about being a burden on his family or society.

- The handicapped student often is more prone to guilt feelings in the classroom because of situations that arise, i.e., emotionally handicapped (intense emotional outbursts) mentally retarded (chronic academic failure) physically handicapped (falling or bathroom accidents) culturally or financially deprived (inability to pay for lunch money, or classroom trips).

The special education teacher must be aware of and sensitive to these special problems. In this way the student can be more realistic and less fearful of these inadequacies and accept them without feeling guilty.



Children Need to Understand

Children must feel that the world about them makes sense. This is particularly true in these times of confusion about war, poverty, pollution, racism and general social and political unrest. Because children are good barometers of anxiety and insecurity, it is important that they have an awareness and understanding of those things which will influence their lives at home, school, or in their environment and society.

The teacher's responsibility is to stimulate, motivate, and promote self-learning as well as to transmit facts and knowledge. The student who feels confused and bewildered about his society often reacts with unacceptable behavior. He feels alienated and disillusioned with adult values and standards. He sees that people don't always tell the truth, act in good faith, or function according to verbal philosophy. The teacher can help this student understand himself and his role as a citizen in a society as well as serve as a model for acceptable attitudes, values, and behavior.

SUGGESTIONS FOR THE TEACHER

- Provide a classroom atmosphere where the student feels free to ask questions and share ideas.
- Help the student to see the relevance between his present life, world problems and school. This can be incorporated into the curriculum through ecology, sex education, homemaking, work-study program, budgeting and money management, grooming, pre-vocational study, or home maintenance.
- Help the student to understand that there are adequate explanations for some questions and inquiries and not for others.
- Reassure the student that it is not necessary to know or understand all things. The teacher will seem much more approachable to her student if she admits that there are some things she does not know or understand.
- Raise issues for discussion that broaden the student's scope or interests. A curriculum should *reflect* the interests of the student but should not be based solely on this criteria, as this would be too narrow in scope.
- Encourage understanding of local or national issues through special media or resource personel, such as assembly programs, films, television, radio, guest speakers, current events, newspapers or magazines (*Life, Look)*.

- Have a variety of materials and resources that provide sources of information available in the classroom, i.e., dictionaries, encyclopedia, almanac or magazines.

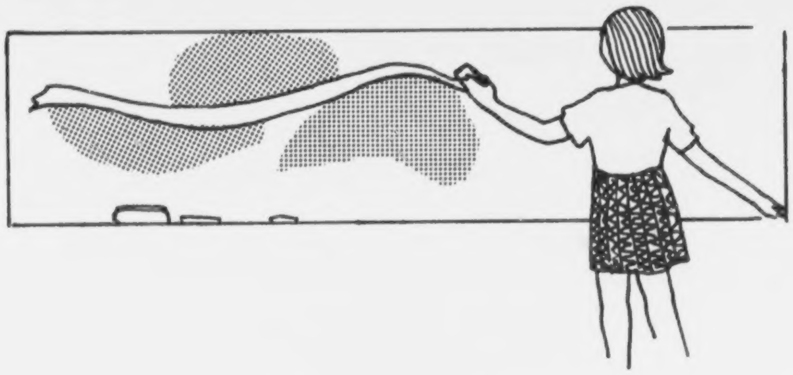
- Try not to dismiss a student's questions. If the question or comment is irrelevant, discuss it at a later date or individually with the student.

SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

- A student in special education class may lack an understanding of himself and his environment. The special education teacher must try to give this student a good understanding of reality as opposed to fantasy, fact vs. opinion, or freedom vs. license.

- A special education pupil lacks confidence in his own judgment and will often accept the judgments and values of others in forming his opinions or making decisions. The curriculum should provide this pupil with many opportunities to think for himself.

- A pupil should have a special unit of work dealing with the rights and responsibilities of citizenship. The special education student is easily used and manipulated, and he should be made aware of the potential danger of these situations as well as the means of protecting himself.



Children Need Self-Respect

Only if children like and respect themselves will they be able to accept and respect likenesses and differences in others. Feelings of personal worth that are established very early in childhood have a great effect upon personality development. Insecure children who feel unsure of themselves and unworthy will usually approach school, learning, new people and new situations with fear or hostility.

The teacher is instrumental in establishing a classroom environment that promotes feelings of worth and security.

SUGGESTIONS FOR THE TEACHER

- Create an open forum in your classroom for expressing values, purposes, differences, anger, or feelings.

- Allow pupils an opportunity to express their own ideas and make their own choices.

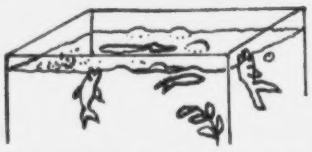
- Give your class an opportunity to share in planning and decision-making, i.e., materials to be taught, scheduling of daily activities, classroom rules and regulations.

- Give the students a part in setting up classroom standards of behavior, achievement, or curriculum, such as: self-contained classroom judicial system; planning of parties, trips; alternate choices in methods of evaluation (give an oral report, written report or plan some group project to complete a course of study).

- Give responsibilities within the student's range of ability. Any small degree of success enhances self-esteem. Chronic failure destroys it.

  Johnny is a very poor student but is an excellent artisan. He is grouped with two other boys in preparing a report on pollution. Here are some suggested ways in which Johnny can take part in the project *within* the range of his abilities:

  1. help gather reference materials
  2. observe and jot down evidences of pollution in the local community
  3. illustrate the report
  4. build some simple devices to show how pollution works, i.e., water pollution (show effect that oil, refuse, has upon fish and plant life in an aquarium)



- Give frequent appraisals of student work and progress. Make sure these appraisals include positive, as well as negative, criticisms.

- Encourage self-evaluation of the pupil's work. A student who has a realistic self-image and reasonable level of aspiration is more likely to have respect and acceptance of his abilities and limitations.

- Trust the student and show him that you have respect for his individual abilities and feelings.

  1. Allow him to participate in special errands or privileges.
  2. Give him experiences with handling money, organizing trips, having extra choices or responsibilities.
  3. Leave the room and appoint a temporary monitor to make decisions or answer questions (not to discipline).
  4. Allow him to take part in some of the teaching (taking attendance or organizing games).

SUGGESTIONS FOR THE SPECIAL EDUCATION TEACHER

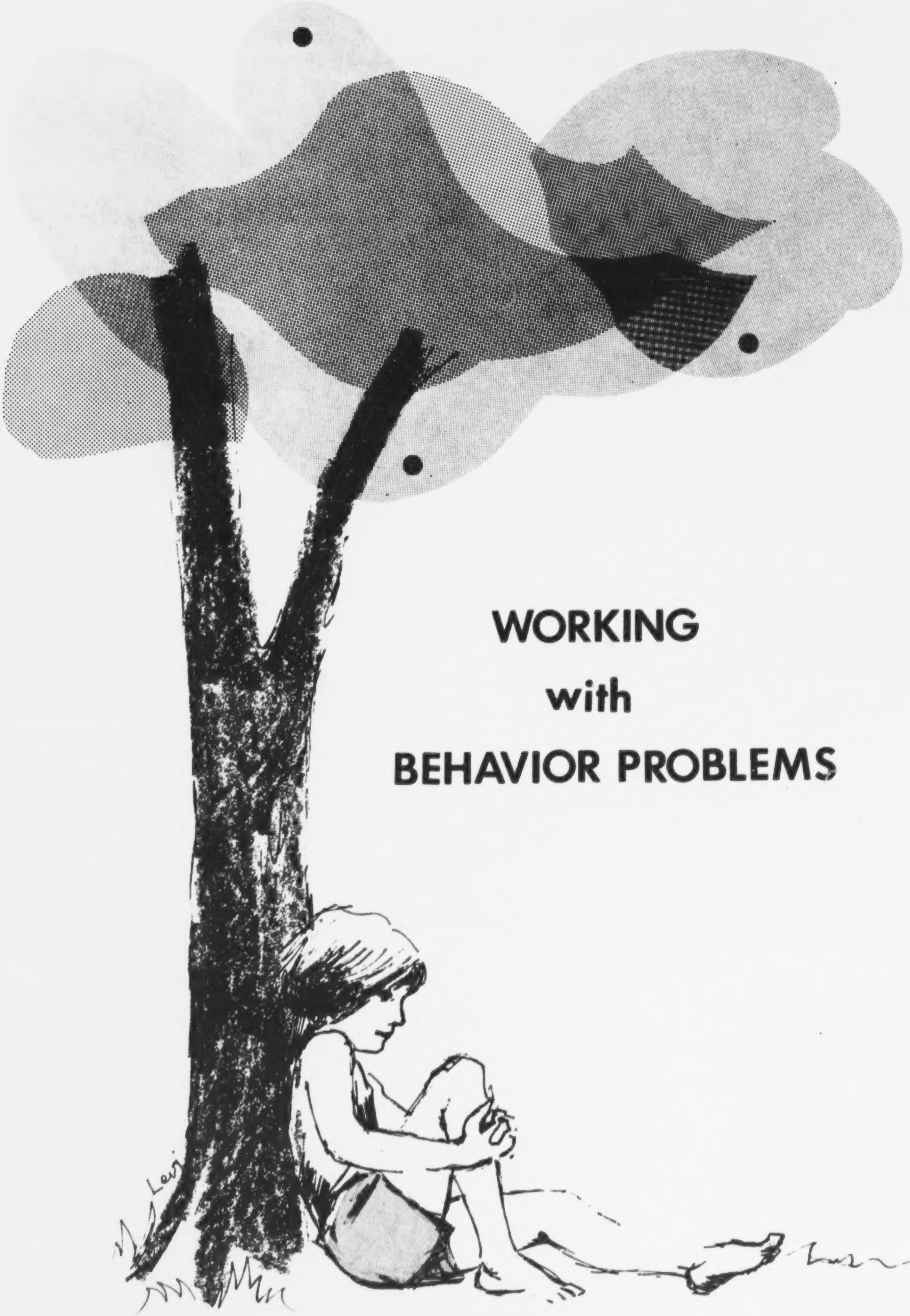
- The special education student often comes to school with a damaged self-image as a result of a past history of failure, frustration, or intimidation. In order for the teacher to build up his self-respect, "repair work" and re-assessment must be done, i.e., keep work well within the range of ability; give praise and encouragement for process as well as end product; or emphasize and utilize individual pupil strengths and abilities.

- To modify the behavior of the student without damaging his self-respect, call attention to favorable behavioral patterns.

  Billy is a child with a mild case of cerebral palsey. He has just been issued crutches to increase his mobility and he is very self-conscious about using them. The teacher can provide encouragement and reinforcement without calling attention to the crutches. "You certainly got up those steps quickly today, Billy."

- Provide an open forum in the classroom for discussing pupil disabilities. The pupil who is handicapped must learn to recognize and accept those disabilities that cannot be changed and gain self-respect through the areas where he can function well.

WORKING
with
BEHAVIOR PROBLEMS



• • •Working with Behavior Problems

This section of the document deals with some common types of "problem children" with whom a teacher might have to contend. However, it is important that a distinction be made concerning behavioral patterns that are normal and those that are pathological.

All children get angry at times and act out their feelings in an aggressive manner. This, however, does not constitute an aggressive personality. All children have days when they are quiet and subdued, preferring isolation from, rather than interaction with, their families or peers. A child who occasionally behaves in this way should not be considered withdrawn. Allowances must be made for the wide range of personality differences found among individuals. The teacher must be able to distinguish long-range, continuing patterns of deviant behavior from those that are temporary, and completely within the normal range of human emotions.

In regard to the pathological problem, where a child expresses deviant behavior on a consistent and continuing basis, the teacher must be cognizant of both her abilities and limitations. If a student disrupts the class to such an extent that the teacher and other pupils cannot function effectively, she should recognize the need for and secure outside professional help. It is not the responsibility of the teacher to meet this particular student's needs at the expense of her other pupils. If the teacher can, or must, cope with this child in her classroom, she may use teaching methods or a specific type of environment as a means of modifying the pupil's behavior. This can be done after she has discussed the pupil with her principal and secured outside professional help. This portion of the document was written for teachers who are in this situation -- dealing with a student with a pathological behavioral problem in a classroom. The four major types of children discussed in this section, i.e., the aggressive child, the withdrawn child, the hyperkinetic child, or the child with physical disabilities, do not cover the range of possible problems a teacher might encounter in a classroom. They do, however, represent types of children that are most prevalent and difficult to cope with in a teaching-learning situation.

A word of caution to the teacher in regard to her attitude toward the problem child. The child with a serious behavioral problem presents a challenge to even the most seasoned teacher and possibly a threat to the newer teacher. There will be times when this child evokes feelings of anger, resentment, disdain, or frustration on the part of the teacher. In order to help this student, the teacher must realize and evaluate her attitude and personal feelings toward him. The teacher should try to be objective and not allow her personal feelings to interfere when dealing with the student. It is important that the teacher feel empathetic, rather than sympathetic towards the problem child. Her role requires that she lead the pupil toward independence through her understanding and guidance, rather than increased dependence by her pity or protectiveness. The teacher must guard against a student using his behavioral difficulties as a means of manipulation. Although a teacher may understand the causes for emotional or behavioral problems, she should not allow the pupil to use these causes as an excuse for misconduct.

The Aggressive Child

The Aggressive child poses a major problem to teachers. This child is inevitably named first when the teacher is asked to list the type of student who causes the most difficulty in the classroom. The aggressive pupil is a serious concern for any teacher because his behavior demands an immediate reaction from the environment. It is often abusive and disruptive, making it impossible for the teacher to establish the calm classroom atmosphere that is conducive to learning. The aggressive student demands attention. Wanting attention is not bad; the distinction arises in getting this attention by appropriate or inappropriate means.

WHO IS THE AGGRESSIVE CHILD?

There are many reasons for and causes of aggressive behavior, some of the most common being frustration (social, emotional, academic), physical and mental problems, stressful home environments, and the imitation of aggressive behavior models in parents, teachers, or friends. The aggressive child usually overreacts to stimuli and responds to situations in an unacceptable way. This type of behavior indicates a form of maladjustment. Although the teacher might be unable to eliminate the causes leading to this maladjustment, she can utilize some classroom techniques and methodology that would reduce the likelihood of displays of aggressive behavior in the classroom.

HOW DOES THE AGGRESSIVE CHILD BEHAVE?

The aggressive child seems to be full of hate, anger, frustration and energy that must be expressed in some overt manner. The mildly aggressive child uses language as a vehicle for self-expression: threatening, name-calling, yelling, swearing and bragging. Some children are passive-aggressive, and show this by doodling, chair rocking or foot and finger stomping.

Overt actions, such as pushing, biting, hitting, kicking, punching, pulling, provide a physical outlet for the aggressive child. Aggressive feelings and acts are not always directed outward toward others. Many of these children handle their negative feelings toward themselves and their environments by turning their hurt and frustration inward. These students use aggressive acts against themselves, such as: pulling hair out, inflicting burns and cuts into their skin, biting their lips or nails, or seriously destroying their own property.

The aggressive child sometimes indulges in pre-delinquent forms of vandalism and willful destruction of property, i.e., window breaking, desk carving, tire puncturing, aerial snapping, and fire setting to act out his feelings and bids for attention.

Attitude

- Look for possible causes of the aggression, rather than viewing the unacceptable behavior as an end in itself. Is there difficulty in the home? Does the pupil have friends? Is there any achievement or satisfaction in the school situation? What might be causing the student to feel angry and inadequate?

- Confer with all possible sources to help in understanding the pupil and his problems (parents, other teachers, community agencies).

- Remember that the most unacceptable behavior often indicates the greatest need. Keep the lines of communication open at all times.

Teaching Methods

- Frustration produces aggression. Avoid classroom situations that will result in failure, frustration or embarrassment, i.e., level of the work too difficult or demanding for the pupil's ability.

- Praise the process as well as the end product. Effort and improvement are to be rewarded in a learning situation: "Betty, I like the way you and John worked on your reading assignment this morning. You made a good team and I'll bet your paper will show how hard you worked."

- Make provisions for contact with mature and controlled students who will benefit the aggressive pupil by serving as good behavior models.

- Encourage socialization and working in small groups. Start out with a team-learning approach and gradually expand to larger groups with eventual total class participation.

- Share experiences in class to allow for an acceptable outlet for attention-producing behavior, i.e., speaking about experiences, writing a letter, or drawing a class mural.

- Do not group aggressive students together. This will sometimes cause them to be more obnoxious, and vie for the teacher's undivided attention.

- Keep the classroom atmosphere organized and consistent without being rigid.

- Provide a cooling off period or a change in activity if a situation gets out of hand. Aggressive students need time to get emotions back in perspective, i.e., active play periods with ample room and equipment for strenuous physical activity, quiet rest period, music, story telling, or fifteen minutes for quiet socialization.

- Provide situations where each student gets a chance to play a leader role.

- Give the hostile student outlets for his aggression by providing acceptable means of releasing emotion within a classroom situation, i.e., physical outlets with much supervision under prescribed rules and regulations, competitive sports, classroom presentations (debates, spelling, sharing times), or discussion about school policies, rules and regulations.

Environment

- A large room with lots of opportunities for physical activity provides a good safety valve for the student.
- Keep valuable, irreplaceable, delicate materials out of grabbing and breaking distance of the student. Removing temptation provides the necessary prevention.
- Choose some recreational equipment with an eye toward the aggressive student. There are many recreational materials that enable this type of student to work out his aggressions in a constructive way. (Tools--hammer and nails, punching bags, bat balls, wrestling and sparring equipment, jungle gyms or mats for tumbling.)
- Be flexible with regard to daily format. An occasional change in routine can decrease the chances for inappropriate behavior resulting from boredom.

Discipline and Behavior Modification Techniques

- Make classroom standards of acceptable behavior known to the pupils.
- Handle discipline in an accepting, yet consistent way. The aggressive student requires standards and limitations in order to avoid more serious behavioral situations.
- The student who needs attention will attempt to fulfill this need in any positive or negative way at his disposal. By spanking, ridiculing, or scolding this student, the teacher might be fulfilling this need in a negative manner that might actually reinforce the attention-getting behavior.
- Be available to trouble-shoot for the aggressive student and to help him handle disputes in a non-authoritarian manner. Aggressive students sometimes resent authority and rebel against authority figures.
- Move in when you sense some trouble brewing. A touch, look, or word whispered in private may work wonders.
- Encourage the student to use verbiage rather than physical action to give vent to his emotions. Do not be horrified at the language that might result.
- Purposefully ignore some attention-producing behavior. By showing undue concern or focusing attention on the student who is misbehaving, the teacher can unwittingly reinforce the type of behavior she is trying to modify.
- Use caution and a bit of psychology in handling situations involving aggressive behavior such as tantrums or physical attack. The aggressive student sometimes gets into situations that are over his head, and needs an escape. A sensitive teacher should be able to supply the escape. Temporary isolation, when used wisely and with discretion, can benefit the aggressive student and provide a stop-gap for a highly tense or emotional state:

    1. *Suggest an alternate activity:* "Billy, there is too large a crowd over at the library table right now. Would you please take this book list to the librarian and by the time you return, I am sure there will be room for you."

2. *Provide an acceptable "out":* "Would you please go into my office; I will be in to speak with you in about five minutes."

3. *Allow a way back in without loss of pride:* "We will expect to have you join us again when you feel ready. I could really use your help in setting up this game equipment. How about it?"

- Reward any intermediate steps moving in the direction toward acceptable behavior. "Last week when Johnny called you Dumbo you hit him in the stomach. This week he called you Dumbo and you called him a liar and told him to mind his own business. Your behavior this week shows you are growing up and learning how to handle yourself in a more grown-up way. I am proud of you."

- Try to make any punishment a learning experience that is directly related to the misdemeanor.

- Keep any discipling or reprimanding a private matter. This preserves the student's dignity and foils the purposes of the student who misbehaves as a means of getting class attention.

CASE STUDY: AGGRESSIVE CHILDREN

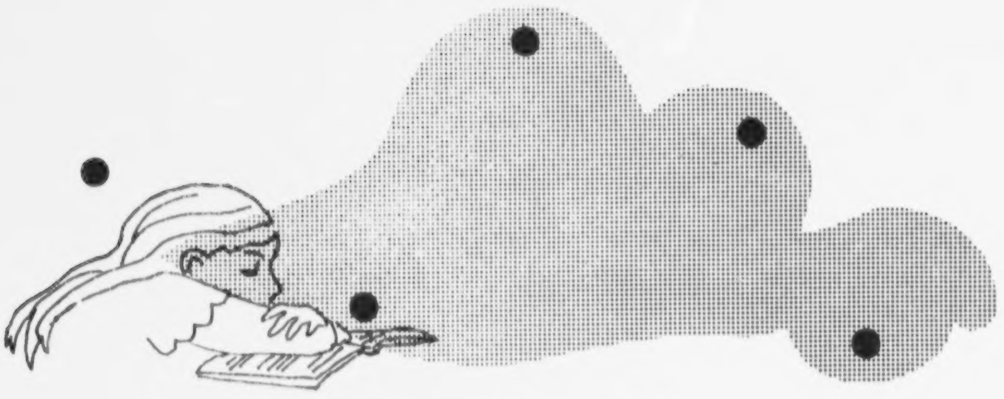
Tommy was one of a pair of fraternal twins. His brother had always been the "good" one while Tommy, being more strong-willed and active, had caused trouble for his parents. The parents had reacted by punishing Tommy severely. Tommy's reaction consisted of temper tantrums, disobedience, noise and more naughtiness which reinforced his parents' rejection and carried over into his first-grade classroom.

In the classroom Tommy was loud, interrupted constantly and found it difficult to sit still. He teased and bullied the other children until they became afraid of him. In order to help remedy the situation, the teacher held a conference with the parents. Following the conference, Tommy's teacher tried in every way to improve Tommy's self-image. She tried to make Tommy feel he was a "good boy," and that he was wanted in the classroom. She also set some limits about fighting on the playground and attempted to redirect Tommy's energy into constructive play.

The mother and father also began to consciously change the family attitude toward Tommy by stopping the unfavorable comparisons to the other twin and refraining from calling him "bad." They also tried to create constructive and happier family experiences with Tommy.

Through renewed efforts both at home and school, Tommy's aggressive behavior was reduced. People began to accept him, he began to learn to read, became more relaxed, and steadily improved his behavior.

This case study was taken from: Katherine D. Evelyn, *Meeting Children's Emotional Needs,* Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1957, pp. 65-66.



The Withdrawn Child

It might seen strange to include the withdrawn child with special classroom problem children, as this child rarely presents any management or behavioral problems for the teacher. It is easy for the teacher to ignore this type of student and this is unfortunate. The quiet, withdrawn child should be of concern to the teacher since this type of behavior also indicates a degree of maladjustment and emotional insecurity.

A distinction must be made between the child who is withdrawn due to an emotional or social maladjustment, and the child who is forced to act in a withdrawn manner because of purposeful rejection from group membership. Children who are handicapped, unskilled, awkward, unattractive, or from poor family backgrounds sometimes fall into this second category. For this reason, it is important that the teacher have some insight into "what makes the child tick." The more she knows about the individual student (home and family background, previous school records and experiences), the better prepared she will be to meet his particular needs in a classroom situation.

WHO IS THE WITHDRAWN CHILD?

The withdrawn child is usually a grinning or sullen individual who assumes a position in the classroom much like a piece of furniture. He rarely reacts or actively participates in the activities. In *The Teacher's Survival Guide,* authored by Jenny Gray (1967), the author humorously describes this child as an:

> . . inert mass of programmed hamburger . . . .The child has been wired to get up and leave when the bell rings and perhaps, answer roll call, but little else. He almost never misbehaves actively, although he may take a nap from time to time. He rarely talks to anyone, least of all to the teacher.

Even if the teacher can ignore the pupil or the behavior, it is a rare teacher who can forgive the blow to the ego that his indifference to the teacher, school, and education in general will deliver. The teacher will sometimes forget that this student is in the classroom. This is unfortunate for this type of student, as he might be seriously mentally ill.

The teacher should attempt to know as much as she can about this pupil in order to determine the possible cause of his withdrawn behavior. Knowing the cause helps the teacher determine the best way of dealing with the student. What is his family background? Does he have any friends? Does he act this way in other classes and situations? Do his records indicate a mental or physical disability?

HOW DOES THE WITHDRAWN CHILD BEHAVE?

The withdrawn child is usually passive and docile. He sometimes appears fearful and is easily frightened, particularly when meeting new people or adjusting to new situations. He is timid about trying new ideas or new things and would rather remain inactive than face shame and ridicule or failure. The withdrawn child has difficulty in making choices and decisions and is rarely willing or able to defend any commitment he has made. Consequently, this type of child yields easily to authority and abides by group opinion and peer pressure.

Because of his docile and submissive nature, the withdrawn child often becomes a scapegoat for group and peer ostracism and criticism. The indifference displayed by the withdrawn child might make him seem like a sissy or goody-goody to the rest of the students. The reaction of the withdrawn child to this social pressure varies with the individual child. He might dissolve in tears at the slightest comment or may fail to show any emotion, even under extreme provocation.

Withdrawn children tend to be ignored in the classroom and even parents lose interest in a child who behaves in a withdrawn manner at home. Ignoring the child, when carried to an extreme, can cause the problem to become a severe and continuing pattern of behavior. Some early signs that a teacher or parent can observe that might lead to withdrawn behavior are:

isolate play
excessive dawdling in changing activities (such as cleaning up)
relatively sedate and stationary behavior
reluctance to enter activities and remaining on the "fringe"
preoccupation with one activity (such as drawing or reading)
sitting and refusing to talk or participate
staring out of the window
wandering aimlessly
hiding
preoccupation with a task (sharpening pencil, cleaning desk, discarding paper, reading, going to the bathroom)
refusing to leave the classroom

HOW CAN THE TEACHER HELP?

Attitude

- Proceed with caution until you gather as much information as possible about the student.

- Don't "bug" him unnecessarily.

- Be aware of temporary or permanent home situations that may cause a child to withdraw (separation from parents, death in family, divorce, birth of a new child).

- Try to keep your attitude toward the student pleasant without being overly solicitous or patronizing. The latter might embarrass the student and make him withdraw even further.

- Keep the student close to you so you can express your acceptance and approval of him. The same thing can be accomplished by some physical contact, such as a pat on the arm, hand on hand, smile, or wink.

- Sarcasm, nasty innuendos, disapproving glances are all "don'ts" for the teacher. This type of behavior on the part of the teacher will serve as a poor model student imitation.

- Guard against gushy praise or phony friendliness. Insincerity is easily detected and strongly resented.

Teaching Methods

- Recognize that all people tend to withdraw if a situation becomes very threatening. Allow for some of this in planning your curriculum.

- Encourage group recognition by emphasizing the special talents, abilities, and interests of the withdrawn child. (If the student likes art, have him participate by illustrating class stories, making room decorations, bulletin boards or scenery.)

- Invite, but *never coerce,* the child to participate in classroom activities.

- Provide the student with gradual exposure to new people or activities.

- Give the student the time, security, support and encouragement necessary for successful accomplishment of any task.

- Gradually give the pupil opportunities to assume responsibility in order to help him gain confidence and independence, i.e., participation in games, role-playing in dramatizations or small group activities.

- Allow the pupil to sit near, or be grouped with, those students with whom he feels most comfortable.

- Recognize and talk about feelings of inadequacy or fear. Allow for a classroom climate where emotions can surface and be expressed with impunity.

- Give the parents some helpful suggestions if this pattern of behavior is apparent in the home.
  1. Give the child some voice in choosing activities.
  2. Allow maximum responsibilities within the framework of what is comfortable for the child.
  3. Give ample praise and encouragement for small tasks.

- Supply the student with needed materials. He will usually lose or forget such items as his books, paper, or pencil as an excuse for non-participation.

- The withdrawn pupil might require a bit of spoon-feeding in order to make any progress in school. Be patient. Offer support and encouragement while leading the student towards independence.

- Try to work out an arrangement with the administration to bend the grading policies for this student. Written comments and frequent teacher-pupil evaluation sessions would be more appropriate than grades.

Discipline and Behavior Modification Techniques

- Most cases involving withdrawn behavior do *not* respond well to punishment.

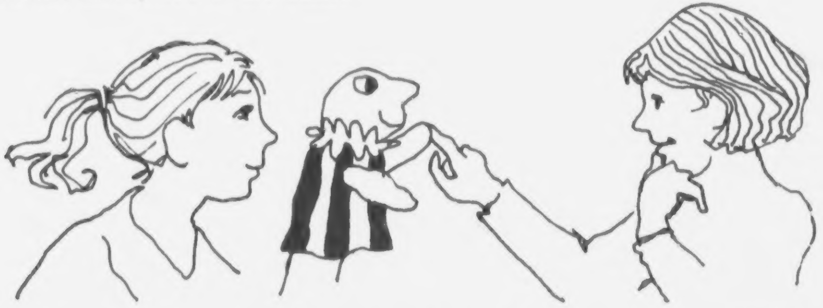
- If this student presents a behavioral problem, try to avoid becoming over-involved emotionally. Most teachers find these pupils baffling and react to them with anger or extreme sympathy. Neither of these reactions will benefit the student nor the teacher.

- Attempt to distinguish between authentic withdrawn behavior and use of this mode of behavior as a teacher-baiting device. If the student is testing the limits of your endurance, begin exerting pressure.

- Keep your encounters with this student from turning into a shooting match. The "Yes, you will," "No, I won't" tactic is unpleasant and unsatisfactory for all parties involved.

- Keep your standards flexible in regard to discipline and management of the withdrawn child. A little chatter, giggling and misbehavior is a healthy sign on the part of a withdrawn child.

- Some withdrawal patterns benefit from purposeful ignoring when: they don't interfere with the child's learning, with social and interpersonal relationships in the school situation, and they are not disruptive to the class.



CASE STUDY: THE WITHDRAWN CHILD

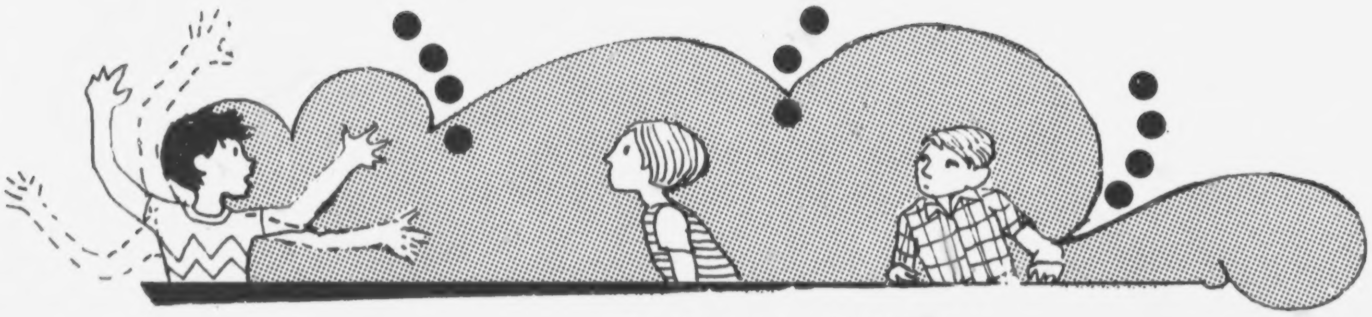
A case study which exemplifies the characteristics of the withdrawn child is cited from Samuel Kirk's book *Educating Exceptional Children,* Houghton-Mifflin Company, Boston, 1962.

Joan was a fourth-grader in a small school where her withdrawn behavior was noted by her teacher. Joan was unusually quiet, did not speak or play with other children, and was ignored and rejected by her classmates. The teacher endeavored to help Joan by assigning her special tasks, such as watering plants and passing out papers. She performed these tasks with little interest.

Joan's teacher then decided a conference with her mother was necessary. Through their conversation, the teacher learned Joan was the eldest of four children and was responsible for much of their care along with household chores. It was no wonder Joan showed no interest in the "privileges" the teacher had bestowed upon her -- they were simply more of the same kinds of responsibilities she had at home.

Both Joan's teacher and mother planned ways to make Joan feel more carefree and childlike. The mother attempted to free Joan of much of her responsibilities at home and to increase her "fun." The teacher tried the same approach in the classroom by giving Joan an opportunity to work on a class puppet show. Through this activity, Joan developed friendships with two of her co-workers. The three girls exchanged visits after school. By the end of the year Joan was still shy, but no longer the silent, lonely child she had been in the fall.

Joan was given the same help in fifty-grade and made a good adjustment by becoming a participating, active member of her class. Through wise planning on the part of the administration, Joan was not separated from her special friends as they were promoted to fifty- and sixth-grades.



The Hyperkinetic Child

This type of child can be found in most classrooms. He poses a problem to the teacher both academically and behaviorally because his behavior is often disruptive and because he has difficulty achieving in some areas. His particular disabilities are extremely difficult to diagnose and treat. Although these children are not classified as mentally retarded, they often have severe learning problems in specific areas which cause them to function within the range of a retardate. These students seem to have no apparent physical handicap, yet may have gross perceptual, balance, and mixed dominance problems. General awkwardness in gait, poor muscle coordination, and a disturbed rhythm are often apparent. This type of child, although not psychotic, may exhibit many disturbing and often bizarre personality and behavioral traits which can be annoying to the teacher and disrupt the general functioning of the classroom. They are hard to evaluate and their particular syndrome has fallen under many titles: brain damage, minimal cerebral dysfunction, learning disability, or neurophrenia. It is not important for the teacher to diagnose the child's particular disabilities in terms of the *cause*; her role would be to treat and modify the *effect* through her attitude, methods, and they physical and emotional climate of the classroom.

WHO IS THE HYPERKINETIC CHILD?

Do you have this child in your class? He entered your room the first day of school and you know you are about to begin a 180-day war. He seems to have a chronic case of "ants-in-the-pants-i-ness." He talks almost continually, is restless, races around the room, seems totally incapable of settling down and is disturbing other children. His record is a virtual diary of learning and behavioral problems. He looks healthy and alert and yet there are disturbing inconsistencies in his academic and social behavior. He seems nervous and highly distractable as evidenced by overreaction to movements, or noise. Although he does not have a diagnosed orthopedic handicap, he is awkward and lacks good control of his movements. Academically, his performance is unpredictable and may vary greatly from day to day. He has poor handwriting and much of his paper work is haphazard, as are his study habits. His academic work is characterized by a disturbing distribution of strenghts and weaknesses. In some areas, particularly reading, visual and auditory perception, speech and language, memory and reasoning abilities, there seems to be marked retardation. Yet, the types of errors made indicate difficulty with expression rather than mental deficiency. The pupil has difficulty forming concepts and relating parts to the whole. Retention of information seems, at best, erratic, with rote memorization often substituting for real understanding. His interest and effort vary greatly from day to day and the teacher never quite knows what to expect.

If you have this child in your class, you are presented with an enormous challenge that will test your patience, teaching abilities, and endurance. The accepting and insightful teacher can employ methods and materials to improve and modify this pupil's learning and social behavior.

HOW DOES THE HYPERKINETIC CHILD BEHAVE?

The general behavior of the hyperkinetic child is so baffling that most "pressure" methods used to modify his behavior result in frustration for all those concerned. In our society misconduct and nonconformity are traits to be dealt with by punishment and suppression. This is *not* what the doctor orders for the hyperkinetic child, and a teacher might cause the child and herself grief by treating him in this manner. Careful observation of the hyperkinetic child indicates that his behavior is organically driven, rather than willful or deliberate. This behavior might be out of his control and he needs empathy and assistance--not righteous indignation.

The hyperkinetic child is often impulsive and uninhibited. The ranges of behavioral patterns extend from extreme aggressiveness to complete withdrawal. Some terms that might be used to describe the behavior of the hyperkinetic child are: disturbed, destructive, anxious, nervous, apathetic, or antisocial. The quality that many teachers find most disturbing in the general behavioral pattern of this child is unpredictability. One day the child might be extremely friendly and affectionate and the next day he might be negative, hostile and withdrawn. Much of his behavior is infantile and yet, at other times, he is capable of mature and insightful thinking and reasoning. The social skills of this child tend to be below age level and his measured intelligence.

Another disturbing factor about the general behavior of these children is that they show "flashes" of great understanding. Because of this, the teacher may think the child is more capable than he actually is.

These children are both disturbing and baffling, and teachers often feel helpless and inadequate in dealing with them.

HOW CAN THE TEACHER HELP?

Try to sort out temporary hyperactivity from that which constitutes an ongoing, consistent, behavioral pattern, i.e., start of an illness, need to go to the bathroom, argument with peers, worry over family-personal problems, or time of the year (pre-post holiday or vacation).

Attitude

- Allow the student a chance for accomplishment and self-esteem in a success-oriented learning situation.
    1. Present small bits of a task which must be successfully completed before moving on to the next part.
    2. Cut up worksheets into single or coupled questions or problems. In this way, the students do not feel overwhelmed by the task.
    3. Keep assignments brief and clear in direction.
    4. Make sure all assignments given to the pupil are completed before going on to the next step or task.

- Keep the school program flexible and free from pressure.

- Show belief and confidence in the pupil's worth and potential by adapting standards to the pupil's age, sex, maturation, and the other variables involved.

- Be aware of the student's abilities and limitations in terms of curriculum, classroom activities, control, social adjustment.

- Encourage cooperation between the parents and school in regard to the pupil's individual needs and the school's resources.

- Learning periods should be kept short and include individual or group projects; small group activities; alternative work, play and rest periods; a frequent "break" or "taking ten" built into your curriculum to accommodate the hyperkinetic child.

Teaching Methods

- Try to provide a curriculum for this student based upon his individual strengths and weaknesses.

  1. sensory/motor activities (Montessouri)
  2. perceptual training (Frostig)
  3. strong physical education program
  4. practice in developing hand/eye dominance
  5. special reading methods and materials

- Provide tasks where the pupil is *actively involved physically.* This gives him a focus for his attention and lessens his chances for boredom or misconduct.

- Make instruction specific. The student feels most secure and comfortable when he knows exactly what to do and exactly what is expected of him.

- Although this student learns primarily from rote, avoid drill, because it reinforces his natural tendency to perseverate. Instead, keep learning sessions short and frequent.

- Allow some provision in the regular curriculum for special activities involving rhythm, coordination, speech, and sensory/motor activities. These activities will benefit all the students and particularly the hyperkinetic. (Use of chalkboard, dramatics, building things, bulletin boards, role-playing, gymnastics, ball games, singing and dancing, cutting, pasting, straightening out the room or running errands.)

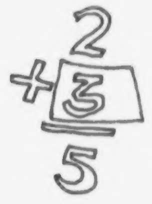
- Try to maintain a classroom atmosphere that is highly structured and organized without being rigid.

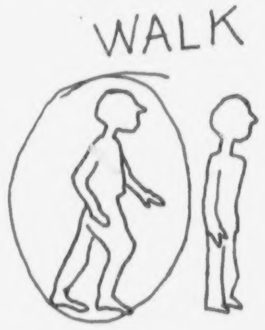
- Follow a definite daily routine that makes the pupil feel secure.

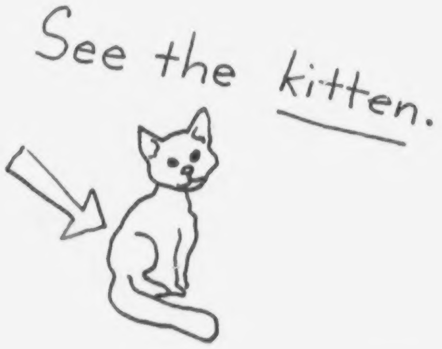
- Avoid the usual "unit" approach in teaching the hyperkinetic pupil. This student is so distractable that he is easily sidetracked by extraneous material and information.

- In the case of the individual student who exhibits a consistent pattern of hyperactivity, limit articles in or on the desk; encourage wearing simple clothes and hair styles; allow use of larger pencils, crayons, writing surfaces to allow for poor muscular coordination; or allow the pupil to enter class a bit early or late to avoid confusion.

- Use teaching devices that focus attention on the most important aspect of the material, i.e., underline key word sentences; box in answers or methods used for solving problems or outline important figures or details of a picture.






See the kitten.

- Provide activities and materials that require the student to make generalizations. This is one skill in which he is usually deficient.

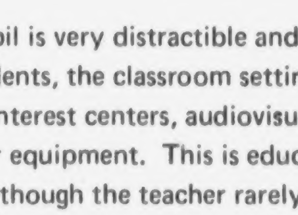
Environment

- Keep it simple. The hyperkinetic pupil is very distractible and is almost incapable of "tuning out" stimuli. With most students, the classroom setting should provide much stimulation through use of displays, interest centers, audiovisual devices, a variety of books, pictures, recreational games or equipment. This is educational poison for the hyperkinetic, distractible student. Although the teacher rarely can group all her hyperkinetic pupils in a special physical environment, she can simplify the classroom setting to meet their particular needs more efficiently.

- Seat this pupil where there is the least possible chance for distraction due to external stimuli (away from the front door, away from room displays and equipment, away from windows). A front corner near the teacher, with his back toward the class would probably be most advantageous.

- There are some advantages in isolating the hyperkinetic student, i.e., locate him where he cannot readily be seen, annoyed, or touched; eliminate articles and auditory or visual stimulation that might aggravate the problem.

- Try to improvise devices used for separation if an isolation booth(s) is unavailable, i.e., room dividers, moveable chalkboards, masking screens, or a 3-cornered large cardboard box set upon a table or desk.



- Keep the room spacious and relatively uncluttered. This allows for mobility and active physical participation which are essential to the hyperkinetic pupil.

- If the student must be seated near windows, paint the windows with translucent paint or cover them with light paper.

- Desks may be placed facing toward the wall in an office-like setting.

Discipline and Behavior Modification Techniques

- Give ample praise and encouragement for steps leading toward acceptable behavioral patterns.
- Keep the environment comfortable and free from academic and social pressure or stress.
- Make learning experiences individual so the student does not risk the chance of failure and the embarrassment that might ensue.
- Be prepared for periods of unacceptable behavior, such as restlessness, hostility, and withdrawal. A change of pace through activities such as art, music, and rest periods may counteract this behavior and help avoid an unpleasant situation.
- If the entire class seems squirmy, try implementing physical activity for everyone. Do not fight the need for movement -- rather, allow an acceptable means of release.

CASE STUDY: THE HYPERKINETIC CHILD

Tony was a nine-year-old hyperkinetic boy. From February to June the teacher attempted to control Tony's behavioral pattern. He would constantly jump from his seat and wander about the room. As Tony's behavior resulted in his getting the extra attention he seemed to desire, he increased his undesirable behavior which served as a reinforcer.

During a discussion session, one of Tony's teachers brought up the idea of using an ordinary seat belt as an external means of modifying Tony's hyperkinetic behavior. Having the seat belt would provide the extra attention that Tony was craving.

Whenever Tony was given a special task or assignment, he was allowed to strap himself into a chair or desk at his own discretion. This act gave Tony a great deal of responsibility and involvement, both of which he required in a classroom situation. For a period of two weeks Tony used the belt at school, at home, on the bus and in the car. It is important to note that at *no* time was Tony forced to use the belt. The small amount of restraint made by a tug of or on the belt reminded him of the action he was about to take, i.e., getting out of his seat, and deterred his taking this action.

Tony was given praise and encouragement both for using the belt and for staying in his seat. As Tony became reinforced in this manner, he was given more praise for staying in his seat than for using the belt. Gradually, the need for the belt decreased and by the end of two weeks, Tony gave up the belt entirely to demonstrate that he could stay in his seat without it. The teacher continued praising Tony on a very consistent basis for staying in his seat. Gradually, his appropriate behavior became internalized and self-rewarding.

This case study was taken from: Reginald L. Jones, *New Directions in Special Education,* Boston: Allyn and Bacon, Inc., 1970, p. 308.

The Physically Impaired Child

A child's physical health is one of the important aspects of his ability to learn. Many times a classroom teacher will be confronted with a behavioral problem which may be related to a physical limitation. In other words, a misbehaving student may be one who is physically ill or physically "different" from his fellow classmates.

Although most gross physical problems are discovered before the child enters school, many of the symptoms of lesser physical problems go unnoticed. When the child enters school the teacher is in a position to note these symptoms, since she observes the child for six hours during the school day and is able to compare him with his peers. Detection of physical variations may be conducted within school systems in three main ways: teacher observations, health and dental examinations, and health screening procedures.

TEACHER OBSERVATIONS

Because of a teacher's close and constant contact with her pupils she has many opportunities for observing pupil behavior. A teacher may utilize the anecdotal record in order to record her observations. Watery eyes, rashes, visual or hearing problems can be noted on a day-by-day basis. Such observations may and should be reported to the school nurse or physician. A procedure should also be developed for contacting the parents in case of a pupil's illness or symptoms of an illness.

Medical and Dental Examinations

Records of dental and medical examinations should be studied closely by the classroom teacher. Most school systems require that a complete medical examination be given to a child at school entrance and at grades 4, 7, and 10. Such findings should be reviewed by the teacher for pertinent information and consistent patterns indicating a possible physical variation.

Screening Tests for Hearing and Vision

Screening tests of this kind may be given by the physical education teacher, nurse, classroom teacher or other non-medical personnel. They provide valuable information on possible variations in hearing and vision for the teacher. Such tests include the Snellen Chart for vision and the use of the audiometer for hearing tests.

WHO IS THE PHYSICALLY IMPAIRED CHILD?

Most children develop some sort of physiological problem during the school year. Three of the most common problems found are: temporary or chronic medical illness (colds, flu, rashes, or broken limbs), physical limitations (size, weight variation or physical abnormalities and handicaps, lack of sleep, or malnutrition), or sensory defects (hard-of-hearing, visual problems).

HOW DOES THE PHYSICALLY IMPAIRED CHILD BEHAVE?

The physically impaired child may frequently be absent from school, not pay attention, be tired, or have problems with elimination.

Illness may cause a minor emotional disturbance. This is understandable, as a young child with a physical illness does not know or understand why he has become ill. His normal curiosity about his illness may turn into anxiety or fear and might consequently affect his behavior in the classroom

> Johnny might feel that he broke his leg because he did not listen to his parents or teacher or because God was punishing him for a misdemeanor. He may develop a fear of his teacher or dread some further form of punishment.

In other words, a child may feel his illness is some kind of punishment for misbehavior.

The child may also have some difficulty in comprehending the plan he needs to follow in order to regain his health. Hospitalization which removes him from his family and friends, injections or other types of unpleasant medication may deepen his fear and misunderstanding of his illness.

Prolonged absence from school may cause behavioral problems. Absence from peers, the inevitability of falling behind in schoolwork, and simply missing out on the activities may cause a child to seek attention or withdraw.

A child's misconduct in class may be linked to physical limitations. In our society which strives for "normality and conformity" a child may encounter numerous problems in school. The child who is a bit taller and heavier than average tends to become a leader, while the child who is a great deal taller or heavier than his peers may be treated as an outcast. Such a child may suffer rejection, teasing or name calling from his classmates. A child who experiences this may become withdrawn, shy and participate less in group activities in hopes that his physical difference will be overlooked. On the other hand, a pupil may become overly aggressive, "mouthy," a bully or the class clown in order to make up for his variation. Overcompensation by fighting, roughness, nonconformity, or overemphasis on scholastic success are other common reactions to peer ostracism or ridicule.

Other common problems found in the classroom may seriously affect a pupil's behavior in class, such as malnutrition, fatigue, uncleanliness or unattractiveness. Because a child is overtired, hungry or dirty, he may find it difficult to participate efficiently in or be motivated to join school-related activities. A child who expends all his energy in a daily battle for survival, will not find the learning situation motivating, meaningful or relevant. An empty stomach will override the importance of multiplication.

Although the symptoms of a child with a sensory defect are related to his defect, they are often confused with misconduct. Such sensory defects might severely affect the child's ability to learn to read and speak. They inhibit his ability to interpret the sights, sounds, and meaning of the environment about him.

The child with a hearing problem might show the following symptoms:

lack of attention to conversation
frequent requests to repeat what has been said
frequent earaches or ear pulling
withdrawn behavior or lack of desire to participate in classroom activities
difficulty in articulation
confusion as to what has been said
constant scanning of the speaker's face
dizziness
rapid or involuntary eye movements
excessive squirming

Visual problems may show such symptoms as:

squinting
frequent headaches
a greater number of painful falls
more cautious in exploring his environment
taking fewer risks
working at a slower pace
watery or red eyes
constant blinking or attempting to focus
excessive distance or closeness at which the child holds his books while reading

Attitude

- Make special allowances for the student with a physiological problem; i.e., in assignments, evaluative techniques, seating arrangements, participation in sports, and strenuous activities.

- Be familiar with the medical history of the pupil and his family in order to be on the alert for possible physical problems.

- Beware of the child who uses physical illness as a means of gaining attention or pity.

- Know the general physical characteristics of the class age and be alert for deviations and warning signs of illness.

- Be willing to consult outside help as physical problems may have serious consequences.

- Acknowledge your own negative feelings towards some physical conditions and try to work around them, i.e., the pupil who is physically dirty or foul-smelling, or has a chronic cough or running nose, or has frequent elimination accidents.

- Know your students: if the teacher has a student in her room with a specific physical disability or limitation, it is her responsibility to talk with a person who is knowledgeable about this condition for necessary information. (What the pupil can and cannot do; possible signs of illness; emergency procedures; side effects of the illness or disability, such as loss of appetite).

Teaching Methods

- Alter the classroom environment to meet the needs of the child with physical limitations. Do this automatically and informally without the knowledge of the particular pupil or his classmates. (Have the student with a visual or hearing problem sit where the teacher will be doing most of her teaching.
- Allow the pupil to move about the room to see and hear what is going on.
- Urge the pupil to participate (but do not push) in extra curricular activities where he will not be hindered by his physical limitations.
- Allow the hard-of-hearing student to read orally and recite like the other members of the class.
- Explain a physical variation (like a hard-of-hearing student) to the rest of the class.
- Help the pupil recognize and understand his physiological problem.
- If a pupil has been absent, make him feel he has been missed (but don't embarrass him upon his return).
- If a student is physically unusual, i.e., short, tall or heavy, avoid any activity which calls attention to that fact, such as having the class line up according to height.
- Be sure that he has adequate exercise breaks. For the student who comes to school with inadequate sleep, allow him a short nap. (He will not learn a thing if he cannot stay awake.)
- Allow a pupil with an elimination problem to leave the room without raising his hand.
- Have the necessary materials on hand to accommodate a student with a physical problem; i.e., sugar or candy for a diabetic, cots and mats for fainting and epilepsy, as well as first aid equipment.
- If you are aware that a pupil has a physical problem that may occur in class, be aware of signs of the impending problem as well as emergency procedures.
- Encourage a classroom atmosphere of understanding and responsibility toward a student with a physical problem. This does *not* mean pity or patronage.
- Make sure the pupil with a physical problem has opportunities for success and recognition in the school situation.
- Try not to overreact to a pupil's physical condition in a way that might hamper the social or academic adjustment of the pupil., (i.e., never calling on a pupil with a speech defect, or giving unnecessary help or assistance to a crippled student who independently manages well.)
- Arrange for the student to have one particular person to go to if he is having some physical difficulties, i.e., another pupil, teacher, school nurse, or principal.

Environment

- Individualize the environment to meet the physical needs of specific children.
  1. *Hard-of-hearing:* avoid rear of the room where sounds often bounce and echo off the wall.
  2. *Diabetic:* notify parents of class parties, so they can consider this in the child's intake of insulin for the day.
  3. *Visual disorders:* be aware of spots in the room that cause glares.

- Try to maintain adequate ventilation and room temperature.

- Learning is an active process so allow the students to move freely about the room and provide physical activity for the relief of "pent-up" energy.

- Check individual seating. A pupil should have a desk, chair or table suitable to his size with his feet resting comfortably on the floor when seated.

- Try to reduce distracting noise. The use of dividers and special seating arrangements can often eliminate excessive noise.

- Maintain a properly lighted classroom. (Work to reduce such things as glare.)

- Students often produce problems because they are too close to each other and are uncomfortable.

- Try to implement a school program that provides breakfast and lunch for the student who does not receive proper nutrition at home.

Discipline and Behavior Modification Techniques

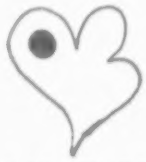
- Do not discipline a student for an uncontrolled behavior that is associated with a physical illness, i.e., bathroom accident, clumsiness or nervous tics.

- Let the student know you will not allow his illness to be used as a weapon to manipulate you or the class. Have realistic expectations for the pupil with physical limitations.

- Understand the behavioral problems that are associated with some physical problems and tolerate those which are unalterable. (Pupils on certain medications often will become sleepy, listless, and inattentive.)

- Never use punishment or disciplinary measures that might aggravate an existing physical condition, i.e., isolating a child with a heart condition in a small room for extended time periods or making a malnourished child go without snacks or milk as punishment for a misdemeanor.

- A student who needs fresh air and exercise should not be deprived playground privileges.



CASE STUDY: THE CHILD WITH A PHYSIOLOGICAL VARIATION

This case involves a 12-year-old boy who had extreme difficulties in the classroom. He behaved fairly well early in the morning but caused other difficulties later by fighting with other children, running around the classroom and attempting to jump out of the window. A psychiatrist diagnosed him as a psychopathetic personality, while another felt his behavior was due to a tramatic experience which he had in his early childhood. A third felt that his behavior might be due to a brain injury as a result of encephalitis.

The child was eventually institutionalized, and his behavior persisted. After many more incidents occurred a staff conference at the institution was held in order to attempt to identify the boy's problem. A pediatrician at the conference, referring to a previous medical diagnosis of the boy, discovered he had never had a blood sugar test. A subsequent examination revealed the boy had hypoglycemia, a condition causing a deficiency in blood sugar. When the boy received treatment (a glass of milk with sugar) at ten o'clock in the morning and at two o'clock in the afternoon, his behavior improved immensely. This boy's behavior deviation was an apparent attempt on his part to reduce the tension or suffocation his body was experiencing when the blood sugar was used up.

This case emphasizes the fact that many children's behavior difficulties in school may be due to physiological factors. Other behavior disturbances such as irritability and hyperactiveness may be due to illnesses like rheumatic fever, or glandular disturbances.

This case study was taken from: Samuel Kirk, *Educating Exceptional Children*, Houghton Mifflin Company, Boston: 1962, p. 343–344.

MODIFYING BEHAVIOR

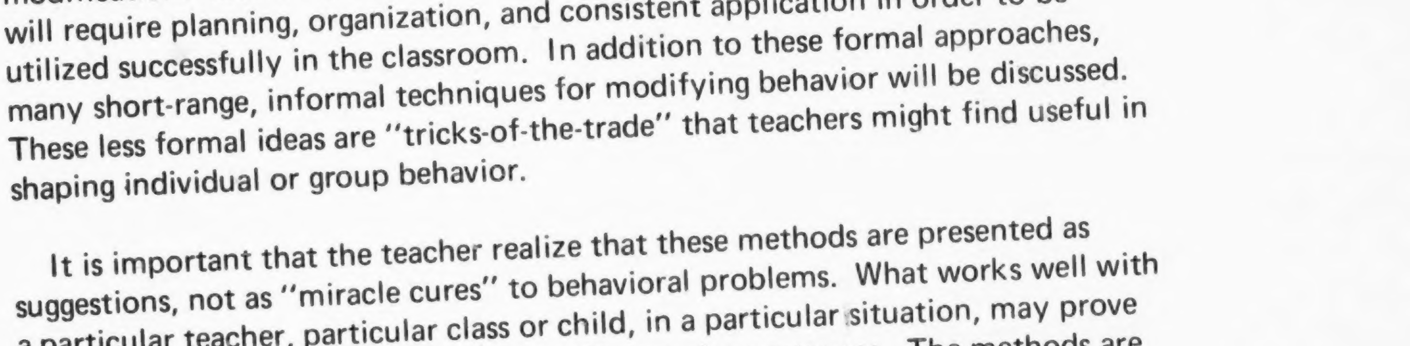
....Modifying Behavior

Behavior modification operates on the principle that human behavior is pliable, flexible, and responds to training and manipulation of environment. It utilizes a number of techniques based on the premise that proper use of these techniques produces changes in behavior. A behavior modifier is almost anyone who has an influence upon anyone else. Parents, spouses, educators, and clergymen are all informal modifiers of behavior because they exert control or promote self-corrective measures in those with whom they come in contact.

The behavior modifier, the person who attempts to change behavior, is concerned with the effect that inappropriate behavioral patterns present in a classroom situation. The teacher who uses methods of behavior modification should realize that she is neither a physician nor a diagnostician. Although behavior is caused and the cause is important, it is the effect of this behavior that the teacher has to deal with. The behavior modifier must observe patterns of behavior and find ways to modify this behavior in reference to the effect it has in a learning situation.

In this section we will introduce the teachers to some procedures for behavior modification. Methods, such as operant conditioning and prescriptive teaching will require planning, organization, and consistent application in order to be utilized successfully in the classroom. In addition to these formal approaches, many short-range, informal techniques for modifying behavior will be discussed. These less formal ideas are "tricks-of-the-trade" that teachers might find useful in shaping individual or group behavior.

It is important that the teacher realize that these methods are presented as suggestions, not as "miracle cures" to behavioral problems. What works well with a particular teacher, particular class or child, in a particular situation, may prove disasterous in another situation under different circumstances. The methods are presented in the hope that the teacher will find some techniques to help her apply behavior modification to her own needs in the classroom.



Operant Conditioning

Description:

Positive operant conditioning is a technique of behavior modification which utilizes positive reinforcement as a means of rewarding appropriate behavior. It operates on the principle that reinforcement of acceptable behaviors will gradually and systematically decrease or extinguish a specific or pattern of inappropriate behaviors. Operant conditioning using positive reinforcement is a highly organized and systematic approach to behavior modification and it requires the following special procedures in order to implement it in a classroom.

Procedure:

CHOOSE PRIORITY BEHAVIOR

In some cases, it would be unfeasible for a teacher to attempt to change an entire pattern of behavior. It is more realistic to attempt to modify a specific target or priority behavior.

Example: Johnny is a disturbing element in the classroom. He is sullen and nasty, frequently tardy, seldom completes his work and talks out of turn almost continually.

Question:	In regard to Johnny's total behavior pattern, what could be considered a target or priority behavior?
Answer:	Talks almost continually out of turn.
Question:	Why?
Answer:	Because it not only affects Johnny, it disrupts and disturbs the other members of the class. This behavioral trait -- talking out of turn -- would be a good point to start applying behavior modification techniques.

OBSERVE

Make some formal and informal observations of the deviant behavior you are attempting to modify.

Formal: Observe the student(s) for a five-minute period at hourly intervals. Keep an accurate account of the frequency of the deviant behavior during this interval, i.e., Johnny spoke out of turn three times during the observation period from 10:55 to 11:00.

Informal: Written teacher comments of observations, anecdotes, jotted down informally throughout the school day.

IDENTIFY REINFORCERS

In operant conditioning, a system of positive rewards or reinforcers is applied as a means of modifying behavior. The teacher must identify those things that would serve as a positive reward to the student(s) with whom she is working. What might serve as a positive reinforcer to one teacher or one student might not be so with another.

Example: Mrs. Brown decided to use operant conditioning with Jimmy, a disruptive pupil in her seventh-grade classroom. Whenever she saw Jimmy attending to his school work instead of "goofing off," she said, "My but you are being a good boy today, Jimmy!" Jimmy's behavior got worse and worse until Mrs. Brown could no longer teach with him present in the room.

Why? Mrs. Brown's statement of verbal reinforcement ("My but you are being a good boy today, Jimmy!") might be a positive reinforcer for a six-year-old boy, but it is not in the case of the adolescent. It embarrassed and humiliated him in front of his peers. He feared they would think of him as a "goody-doody." Consequently, he reacted to what was, in reality, a negative reinforcer by increasing his inappropriate behavior.

There are many types of positive reinforcers:

Object rewards:
food, cookies, candy, prizes, chips for purchasing objects, special privileges

Social rewards:
verbal praise or recognition -- "Good work, Joe!" "Terrific, Allison!"

Physical reinforcement:
pat on shoulder, back, tap on hand, facial approval (smile, affirmative shake of the head)

SET STANDARDS

Make the rules and regulations clear for each working session. The pupil must know exactly what is expected of him and for what he is being rewarded. Reinforcement must be scheduled and given on a consistent and pre-arranged schedule. Personal needs (inconveniences, moodiness) cannot interfere with the modification techniques.

Example: If Bill can work in his seat for a 10-minute period without getting up or talking to his classmates, he is rewarded, i.e., candy, cookie, chips, X number of points.

DETERMINE RESPONSE

Positive operant conditioning requires that the teacher purposefully ignore a student's unacceptable behavior and give positive responses when the student behaves in an acceptable manner. Operant conditioning also allows for reinforcement in the beginning stages of the modification procedures for behavior that *approximates* the desired behavior. The teacher should attend to inappropriate behavior only in cases where physical injury is a threat.

ORGANIZE REINFORCEMENT PROCEDURES

Positive operant conditioning requires a scheduled, pre-arranged means of administering rewards, tangible objects, social recognition, or physical contact. If a system of rewards is used, the object is to proceed from very concrete and immediate reinforcement in the initial stages to more long-range, less concrete reinforcement as the modification techniques become internalized. The aim is to gradually reduce the need for external rewards as the proper behavior becomes self-rewarding.

An example of this progression might be:

—▷ = is rewarded with

INITIAL STAGE	*Desired Behavior*	—▷	immediate tangible reward (cookies, candy, money, gum)
	Desired Behavior	—▷	delayed tangible reward (cookie, candy at end of work period)
	Desired Behavior	—▷	earning points or chips with which the student may buy or work toward a tangible reward, such as a prize, field trips or special privilege
INTERMEDIATE STAGE	*Desired Behavior*	—▷	non-tangible reward such as physical contact (smile, pat on the shoulder or back, hand grasp)
	Desired Behavior	—▷	verbal reinforcement ("nice job," "good work," "I'm proud of you")
FINAL STAGE	*Desired Behavior*	—▷	desired or appropriate behavior becomes internalized and is self-rewarding

Once a bond has been established that connects the response with the reinforcement (the student acts in an acceptable manner more frequently than in an unacceptable manner because he anticipates the reinforcement), changes in the rewarding schedule can be implemented.

Example: *gradual delay in giving reward* --5 minutes, 1 hour, end of day, end of week
rewarding on a partial basis -- every second or third time
interval random reinforcement -- this scheduling of reinforcement can be phased out as the proper behavior becomes self-rewarding

FOLLOW-UP

If positive operant conditioning proves effective with one target or priority behavior, it can be used to modify a behavioral pattern. If occasional relapses occur, a teacher can return to the necessary phase and repeat operant conditioning by returning to a reward system.

ROLE OF TEACHER

The role of the teacher who initiates a program of operant conditioning requires that she has the ability to recognize the type of behavior she wishes to modify and the ability to maintain a reinforcement program. The personal attributes necessary to successfully implement this program are patience, persistence, and fortitude.

ROLE OF PARENT

Parental cooperation is an effective factor in applying operant conditioning for behavior modification. The requirements for applying operant conditioning are non-academic in nature and can be taught to and applied by non-professionals. Parents can work along with the teacher and apply similar behavior modification techniques at home. Parents have been particularly effective when trained in the use of verbal and social recognition reinforcement techniques.

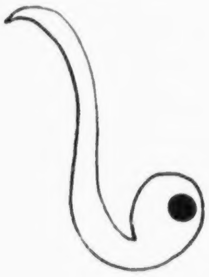
Example: If a child misbehaves, the mother must not react. When he behaves, she must consistently respond with positive reinforcement. In some cases, object rewards, such as candy, gum, money, toys, can be given in a home situation.

Special Equipment or Materials

Objects for tangible rewards: cookies, candy, gum, prizes, pennies, chips that constitute earning or buying power

Evaluation sheets: for timed observations and anecdotal records

CASE STUDY



In a case study regarding operant conditioning, consider Johnny who disrupts the class with his talking, as this is a common complaint among teachers. The teacher chose "talking out" as a target behavior to modify in the classroom. She began some formal and informal observations of Johnny. During a five-minute observation period, Johnny spoke out of turn approximately three times. On a consistent observation schedule, Johnny would interrupt the class two to three times during each five-minute observation period. In her informal anecdotal reports, the teacher noted that Johnny seemed most disruptive toward the end of seat work sessions or when his assignments were difficult.

The teacher decided to set standards for Johnny's behavior based upon ten-minute work sessions. If Johnny could work at his seat without speaking or interrupting for a ten-minute period at various intervals throughout the day, he would be given five minutes immediately following this period to socialize or partake in any activity he desired. During the school day, at times other than these work sessions, Johnny's speaking out and interrupting was ignored. During the prescribed ten-minute work session Johnny was given verbal and physical reinforcement for attending to his work. The teacher would often walk by his desk and privately give him a word of praise and encouragement, a touch on the hand or back. This pattern was practiced on a consistent basis for a period of weeks and Johnny showed a marked decrease in his disruptive behavior.

The teacher then began altering timing of work periods and scheduling of rewards. The work sessions were gradually extended from ten to thirty minutes, and were still accompanied by verbal, physical reinforcement. Rather than a five-minute free period immediately following each work session, Johnny was given the option of earning "points" or "minutes" toward an entire free period at the end of the day. This free period could also be exchanged for special privileges, such as library or unrestricted bathroom and drink passes.

Because the teacher noticed that much of Johnny's misconduct followed long or difficult work assignments, she altered her methods. She tried to keep the level of the assignment within the range of Johnny's ability in order to decrease frustration. She also gave Johnny partial worksheets. For example, rather than asking him to complete a worksheet of twenty problems in a forty-five-minute period, she might give him five problems at a time to complete in a shorter fifteen-to-twenty-minute time period.

Johnny responded to this form of positive operant conditioning. As his behavior improved, his academic work improved and his peers began to accept him. He could now work for longer periods of time with less and less reinforcement. In times of temporary relapse, the teacher would decrease the length of the work sessions and increase her frequency of verbal and physical reinforcement.

Johnny's behavior improved throughout the school day as well as during his work sessions. He no longer required consistent reinforcement and the benefits of his modified behavioral pattern, i.e., increased academic achievement and peer acceptance became self-rewarding.

Advantages and Disadvantages:

ADVANTAGES

- The pupil behaves or misbehaves for himself, not for the benefit or to the detriment of others.

- Students receive immediate reward and reinforcement for proper behavior.

- Improper behavior loses value as it does not serve as an attention-getting ploy and is not reinforced.

- There is a possibility of follow-up and carry over at home. Parents and other non-professionals can be trained to apply operant conditioning techniques at home as a consistent follow-up to classroom procedures.

- This method of behavior modification has been very effective with pupils with extreme handicaps such as: severely retarded, behaviorally disturbed, or severely brain injured. (These students respond especially well to the tangible reward in operant conditioning.)

DISADVANTAGES

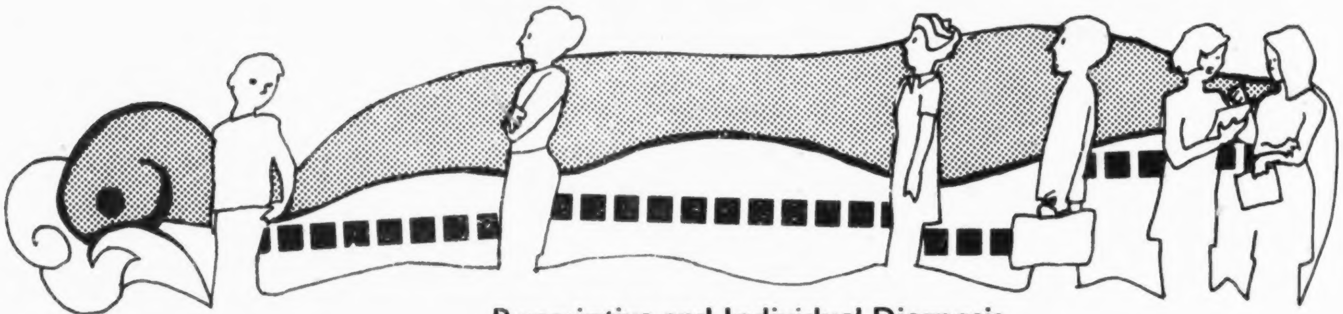
- There is always a possibility that the novelty or uniqueness of a reward system will wear off. Children can become bored with the reward object and it might lose value as a reinforcing agent.

- There might be a need for continuing some type of reinforcement indefinitely. With some students, the appropriate behavior never becomes self-rewarding or internalized, and operant conditioning will merely be the substitution of one reward for another.

- Utilizing operant conditioning as a means of modifying pupil behavior might work well within the classroom. There is no guarantee, however, that there will be transfer and carryover in situations outside the classroom setting.

- A system of operant conditioning might be difficult to implement in a classroom situation, unless it is a technique used with an entire class. It involves support and consistency on the part of the school administration, as well as other teachers. There might be a need for extra personnel in planning and carrying out the initial stages of the program.

- The classroom setting is not a controlled environment and this makes it difficult to carry out operant conditioning. Operant conditioning is easiest to implement in a controlled situation, such as in an institution or residential setting.



Prescriptive and Individual Diagnosis

Description:

A behavioral problem in the classroom may be modified through the use of individual diagnosis and instruction. Individual diagnosis, or prescriptive teaching as it is sometimes called, benefits a problem child by determining the educational relevancy of a child's disability and modifying his instructional program accordingly. The process begins when the teacher observes the student whose behavior is deviant and seeks assistance by referring the problem to a school psychologist, and other personnel. A case study may then be conducted which yields certain diagnostic information. From this point a certain "prescription" for teaching is presented in hopes of modifying the problem.

Procedures:

Individual diagnosis begins in the classroom with the teacher. Several steps are then employed:

- Describing the Problem
- Referring Teacher Observations
- Reporting the Findings
- Implementing the Suggestions
- Follow-up

DESCRIBING THE PROBLEM

In this first phase of individual diagnosis, identification of a problem rests entirely with the classroom teacher. A teacher who discovers a pupil with a behavioral problem should begin with close observation of the pupil which centers on the student's immediate problem.

Example:

Johnny is having trouble with his schoolwork. By analyzing his performance the teacher can discover his specific weaknesses in basic skills, such as visual discrimination deficiencies.

The teacher could employ the use of a case study or an anecdotal record to record observations of the student's daily behavior.

REFERRING TEACHER OBSERVATIONS

Once the teacher makes and records her observations, she may decide to seek assistance. Her findings are reported to the school psychologist, school nurse, speech therapist or other auxillary personnel. In this phase the actual diagnosis is developed. This is done with the assistance of the diagnostic team. The team includes the teacher, principal, school nurse, counselor, and perhaps social worker, speech therapist, school psychologist and coordinator. This diversified team works hand-in-hand in hopes that every possible aspect of a student's behavior may be evaluated.

Although other personnel are involved, the teacher's role should not be underestimated. She may provide valuable information for the diagnosis in these ways:

- By long-term observations of the student.
- Through reports, anecdotal records and summaries of parent-teacher interviews.
- Through interviews and discussions with other personnel and by working in close harmony and cooperation with the other members of the team.
- By carrying out many of the testing procedures for diagnosis, i.e., achievement tests or sociometric studies.

Once each member of the team has completed his investigation and the findings are discussed, a prescription for teaching can be developed.

REPORTING THE FINDINGS

After the diagnosis has been made, suggestions regarding the modification of instruction and other aspects of the student's program are reported to the teacher and to others involved in the student's education. The report includes diagnostic information in three categories. The first category deals with identification of the problem. In this category impairment is dealt with at these three levels:

injury (physical harm or damage)
disability (incapacity to function)
handicap (that which impedes action)

Situational information is reported also. This category includes information which relates to the injury, disability and handicap. Some aspects included in this are a description of the distrubance, therapeutic suggestions for handling the student (medication, psychotherapy) and data concerning the duration and the effects of time factors on the problem, along with relative social and cultural findings (family history).

From this point all the collected data is used to suggest and report ideas concerning modification of the pupil's educational program. This category includes suggestions for consistent approaches and alteration of the student's behavior through teaching methods, objectives for the pupil, subject matter, child placement, materials or special equipment and the school plant.

Although individual diagnosis is stressed in applying this type of modification, certain groups of children may be helped through the same approach. This group includes the child who is:

socially defective
severely disturbed
neurotic
paranoid
aggressive
withdrawn

Once all this data has been related to the teacher and other school personnel the actual implementation of the data into the educational program may begin.

IMPLEMENTING THE SUGGESTIONS

Within this fourth phase of "prescriptive" teaching, the teacher and other personnel attempt to modify teaching methods, special service curriculum and materials to meet the needs of the individual student. The remedial teaching begins with methods which bring success. Changes are made within every aspect of instruction to benefit the student. Among these remedial techniques might be included some form of individualized instruction.

Individualized Instruction

Esbensen (1968) cites that individualized instruction is one of the new trends in education which may be employed by the teacher to deal with specific learning problems of students. Ideally, it is an attempt to make it possible for each student to be engaged in learning those things which are most suitable for him at his own rate of performance. By providing a student or class the opportunity of individualized instruction, a teacher hopes to aid her pupils in developing the ability to undertake and complete a variety of independent learning activities.

Another extremely important feature of individualized instruction pertains to the grouping of students. Since each student progresses at his own rate, there is little need to tract students or isolate them in special classrooms. In other words, individualized instruction can help fight "educational segregation (Esbensen, 1968)." The gifted or EMR child could remain in the regular classroom with his fellow peers and would work at whatever level of achievement his capabilities would allow.

One effective way to begin such a program is to incorporate behavioral objectives which are expressed in terms of observable student behavior (refer to document—*Writing Instructional Objectives).* This provides the necessary information for the student to know exactly what is expected of him in regard to specific tasks. The student plays an active role in determining his own tasks and responsibilities through:

- Having a part in determining his own objectives which may differ from those of his classmates.
- Deciding which materials he will use to achieve a goal.
- Deciding unique procedures to follow in achieving an objective.
- Determining his own flexible time schedule for each subject.

Several characteristics should be considered in implementing a program of individualized instruction. The activities should:

- Be motivating.
- Have enough self-instructional elements to help ease the problem of classroom management.
- Accommodate individual differences.
- Encourage the accomplishment of a worthwhile objective.

The following list includes some specific methods and materials which may be included as part of the individualized instructional program. They are, however, only suggested measures since every situation is unique in some respect.

use of behavioral objectives
team teaching
the use of teacher aids
teaching machines
team learning
programmed instruction
forms of independent study
flexibility scheduling
use of student learning centers

In order to understand one idea of individualized instruction a bit more clearly, this observation of a young girl's day in school has been presented.

> Lisa, a sixth-grade student at Norris Elementary School, arrives at 8:00 a.m. She puts away her outer clothing in the cloakroom and heads for the attendance board located in the sixth-grade instructional area. She checks

in and glances around the large open space (size of four ordinary classrooms) where she and 120 other students will spend the major portion of the day.

Before school officially begins Lisa and a friend head for the library area to glance through a few magazines. No walls separate the library from the other areas. At 8:30 the 30-minute homeroom period begins with a discussion of current events. Toward the close of the period Lisa plans her work schedule for the day. She is required to make out a daily schedule as a guide for her activities. She must also budget her time around whatever formal group activities the teacher has planned.

At 9:00 Lisa begins her individual academic work by taking a taped spelling test. She also completes some work begun the day before. Lisa and one teacher then discuss a new assignment in language arts. Each assignment carries a "due date" which is finally determined by the teacher in respect to the student's capabilities.

Lisa then locates some instructional material to use for language arts and settles down for some concentrated study. At any time she may seek help from a teacher or a fellow pupil, put aside her assignment and attend a teacher-led discussion concerning it.

At 10:00 Lisa goes to physical education. Today's activity is ice skating.

Upon her return she checks out a group she has been working with who is attempting to send aloft a hot air balloon. At 11:00 a.m. she meets back in the science area to discuss the results of the balloon project.

Before lunch Lisa meets with her math teacher to discuss yesterday's assignment in fractions. She then heads for the cafeteria.

After lunch Lisa meets with her social studies teacher for some map and globe work. She continues work in social studies with another group of students until 1:45 p.m. At this time Lisa becomes a participant in a musical skills development group. Following this, Lisa begins some independent study for a music assignment using a tape recorder and filmstrip projector.

At 2:25 Lisa does a line drawing for an art project. At 2:45 school is dismissed. Lisa may take some of her assignments home if she wishes, but homework is not required. Motivation is the key to progress, not pressure (Esbensen, 1968).

FOLLOW-UP

The final phase of this method involves checking the response of the student to the modification of his educational program. Immediate feedback is the key to this phase. If the student's responses are favorable, the program may continue in much the same way. If, however, the student seems to be making little progress, attention can be redirected back to the diagnosis. New data can be introduced and new changes can be made.

Several criteria are used to evaluate the progress of the student. Progress is to have occurred when:

A remission of the symptom is evident.
The symptom has not returned.
No substitute symptom has taken its place.
No apparent long-term increase in anxiety has appeared.

The follow-up procedure should not be restricted to the completion of the modification program. It is important that the teacher or other personnel investigate the program during its initial stages. This investigation may lead to suggestions for the improvement of instruction. Constant observation and notation is necessary if the modification is to be a success.

Special Equipment or Materials

In applying diagnostic or prescriptive teaching (which may incorporate the use of individualized instruction), special materials or equipment may be necessary. The following is only suggestive—the teacher and her colleagues must determine the materials and methods in regard to the individual student involved.

special sheets for diagnostic observations
teaching machines
programmed instruction material
special kits (Frostig or Peabody Language Kits)
special aids for hard of hearing students (record players, tape recorders, special visual aids, mirrors for speech imitation)
special toys and aids for handicapped students (large beads, cubes, blocks, sticks, pegboards and abaci)
electric typewriters
special aids for the partially seeing student (magnifiers, talking books, typewriters, tape recorders, furniture with glare-proof finish)
equipment for testing visual acuity and perception (Snellen Chart Survey Telebinocular)
language laboratories
films and other audio-visual equipment

CASE STUDY

The following case study may present a clearer picture of diagnostic teaching in action. This case study has been selected from the book *Prescriptive Teaching* (Peters, 1965) and therefore utilizes his method of diagnosis and prescription.

Bobby was selected for this case study because he apparently had no injury or organic disorder. His disability was one involving emotional disturbance.

At 10½ years of age Bobby had been working in an accelerated class for gifted children doing fourth- and fifth-grade work. His grades were good but his progress was not what had been expected.

The reasons for his referral dealt with his excessive fighting with other boys. Bobby had the reputation for being the number one problem in a school of 1,000 students.

Bobby had a perfect health record, was well developed physically, and appeared handsome and well-groomed. Psychological diagnosis revealed that this boy was very distrustful, felt persecuted, was extremely suspicious and revealed paranoid projections.

Contact with the parents had been very limited. The mother had appeared at school twice, only to complain. She refused to discuss Bobby's behavior and felt the school was prejudiced against him.

A public health nurse had attempted to visit the home several times. The conversation took place at the door since the nurse was not invited in the home. Bobby's mother refused to discuss his behavior and declined to visit with the school counselor or psychologist. The father's employment had apparently been unsteady and the family had moved several times. The social and cultural situation in the home revealed an attitude consistent with the one Bobby showed at school.

Upon diagnosis, the following data was revealed concerning Bobby's problem: the nature of the pathology revealed no injury. Bobby's disability involved his lack of ability to differentiate those situations which were threatening to him from those which were not. He was restricted in his social interaction with peers and adults and verbal communication was limited. No theraputic procedures were recommended.

An investigation of time factors revealed that Bobby's disability had existed since before his formal schooling began. The handicapping consequence of the disability had increased with time. His socialization problems were noted in first grade but overlooked. By the fifth grade Bobby had become the most difficult student in school. The handicap seemed to increase as time passed.

Information regarding the home situation was limited and based, for the most part, on assumption. It seemed Bobby's disability was a family trait. Although there was no evidence of trouble within the immediate family, it appeared the family had some difficulty relating to the community.

The social consequence of Bobby's handicap was lack of acceptance by fellow peers. People often reacted to Bobby's mistrust with open hostility toward him. This, in turn, reinforced the young boy's suspicions.

Recommendations concerning modification of the educational program specified use of a consistent approach with passive friendliness. It was suggested the teacher maintain an accepting manner and offer help only when Bobby requested it. She was also to avoid any close physical contact such as a hand on the shoulder. She would not reflect hostility or suspicion. If Bobby misbehaved, she was to tell him what he *should* do and insist upon his return to work. The objective of such modification was to reduce suspicion and hostility to provide an atmosphere where Bobby could develop a sense of trust.

Services were provided by the school administration and psychologist to aid in the program. Bobby was to be sent to the office for misconduct and given opportunities to express himself without pressure. It was suggested that the principal deal with the disciplinary problems kindly and with little emotion.

Bobby was also to visit the school psychologist on a regular basis. He too, would employ a passive approach in helping Bobby form better relationships.

It was recommended that Bobby be placed in a regular grade six level class next term. Indications were that the accelerated classes were too much for him at this time.

No auxiliary services were employed. It was recommended, however, that some effort be made to refer the family to a mental hygiene clinic for additional help (Peters, 1965).

Advantages and Disadvantages

ADVANTAGES

- Individual instruction makes it possible for students to grow in the ability to organize their own learning activities.
- Individual instruction allows a pupil to work independently and at his own rate.
- Prescriptive teaching processes help the student make use of his available resources (the objective for a student with a functional handicap is to help him learn more appropriate responses).

DISADVANTAGES

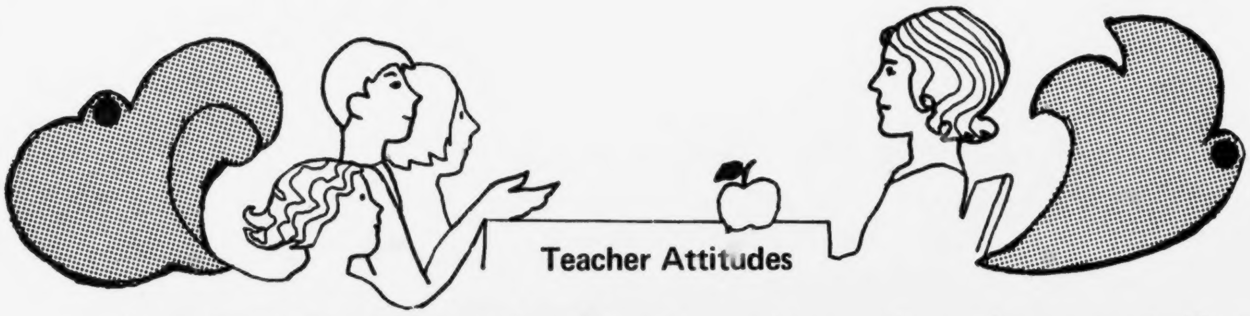
- A great deal of time is required to plan individual instruction.
- Individual diagnosis is a lengthy and complicated process which often requires the help of many outside personnel (school nurse, principal, school psychologist, or counselors).
- Special materials and equipment may be quite expensive.
- This program may not be continued in other grades or under different teachers.

Special Suggestions

The following suggestions might also be helpful in the application and use of various special equipment and materials.

- Do not employ materials used before which have failed.
- Employ techniques which have not been used previously with the student.
- Beginning tasks should be made simple enough so that a success pattern may be established.
- Reward the student with your own recognition and praise of his accomplishments.
- Utilize concrete material.
- Use small sequential learning exercises.

- Make learning a fun experience and involve the students actively.
- Insure the student's receiving immediate feedback of the results of his learning.
- Focus attention on progress (strength) rather than on a student's weaknesses.
- Attempt to meet the pupil's needs through the activities in which he is engaged.



Teacher Attitudes

A teacher's attitude toward herself and toward her pupils can have a great effect upon pupil behavior. The behavior of an individual is largely dependent upon his self-concept; and self-concept is a socially derived condition. A person tends to think of himself according to the reactions and expectations of those with whom he has come in contact. A student who is told he is good or bright will try to live up to these criteria. Conversely, the pupil who believes himself to be stupid, unworthy, or unattractive will react to these negative expectations by behaving in this manner. Positive or negative feelings are conveyed to the pupil through teacher attitude. This can be done in direct ways through comments, grading, discipline or indirectly through inference.

Because teacher attitude can influence both pupil behavior and performance, it is important that the teacher examine her attitudes as well as the criteria she uses for forming these attitudes. As an isolated example of this, many teachers form opinions about pupil ability by using a single score on a standardized test. A teacher may accept test score results unquestioningly and base her attitude toward a particular pupil on these findings. Two examples of this can be cited (Rosenthal & Jacobson, 1968):

> Mary Lou was a small, mentally retarded child who spent two years in kindergarten and three in first grade. Mary Lou was tested with her class at the end of each school year and her last two scores from first grade gave her an I.Q. of 140. This was due to the fact that the child memorized the preprimer and read it faultlessly. Her many exposures to the standardized test made her "test-wise" and gave her unfair advantage over her classmates. Mary Lou's most recent first grade teacher, fresh out of college, believed Mary Lou to be her prize pupil. She used the test score and reading performance as criteria on which to base her attitude.
>
> In another case, disasterous results occurred when an average sixth-grade pupil used the wrong section of her IBM card while marking answers on a junior high placement test. The girl scored in the second percentile and was scheduled to be placed in a class for non-learners in a new community school. The placement was not flexible and no charges could be made until testing time at the end of the school year. This girl spent the entire year "stone-faced" and eventually became a non-productive student and chronic truant.

This section of the document explores the results of research concerning teacher attitude and its effects on behavior and performance. Much of this research has not been validated, but for our purposes we have chosen the generalizations that seem most prevalent in the research examined. The specific areas which we have examined are:

Teacher Attitude Toward Achievement
Teacher Attitude Toward Behavior
Teacher Attitude Toward Background and Social Class
Teacher Attitude Toward Themselves
Teacher Attitude Toward Teachers
Teacher Attitude Toward Sex Differences

TEACHER ATTITUDE TOWARD ACHIEVEMENT

- Teacher expectation can positively or negatively influence a pupil's achievement and performance (Rosenthal & Jacobson, 1968).

- Better achievement can result if a pupil perceives his teacher's attitudes as being favorable toward him (Davidson & Lang, 1960).

- A low performance expectation on the part of the teacher may cause a child to function accordingly (Rosenthal & Jacobson, 1968).

- The intelligent child in a classroom receives a significantly greater amount of teacher approval than his less intelligent peers (Tiedman, 1942).

- Pupils recognize the students who receive the most teacher approval and the least disapproval as being more intelligent, outgoing, and better adjusted (deGroat & Thompson, 1949).

TEACHER ATTITUDE TOWARD BEHAVIOR

Research in Wickman (1929) indicates the following teacher attitudes toward pupil behavior.

- What is misbehavior for one teacher is not for another. Teachers vary in their standards for behavior and have different tolerances for different types of behavior.

- Overt aggressive behavior is reacted to most negatively by teachers, i.e., class disruption, violation of rules set up for quiet and order, hindrance of satisfactory schoolwork, or attention-seeking devices.

- Teachers fail to interpret many behavioral problems as symptoms of social, educational, or emotional maladjustment.

- Teachers do not perceive this type of behavior as troublesome, i.e., unhappiness, shyness, lack of socialization, or extreme sensitivity.

- Teachers reflect the attitudes of society in handling of behavioral problems. The types of behavior we penalize in adult society, teachers penalize in their students' behavior, i.e., cheating, nonconformity.

- Teachers express negative attitudes toward unsatisfactory schoolwork. This influences the pupils' attitude toward himself and his abilities (Wickman, 1929).

- Superior behavior is usually the result of positive and approving methods of pupil teacher interaction. An example of this is illustrated by the usuage of language as a means of positive reinforcement (Olson & Wilkinson, 1938)

Situation: To a child who is teasing the child sitting next to him:
Positive: "Sit where you will be comfortable."
"Sit where you can hear what John is saying."
Negative: "Don't bother Tom."
"You are not listening to what John is saying."

Situation: To a day-dreamer:
Positive: At seat work:
"Finish your work now."
"Have you decided what to do after your work is finished."
In class:
"Isn't Jack's story interesting?"
"Try to be ready to help play the story."
"Can you help with these plans?"
Negative: "You won't get your work finished in time."
"You are not 'paying attention.' "

Situation: To an untidy child:
Positive: "Put all the scraps of paper into the basket."
"Make your table look neat."
Negative: "You have dropped scraps of paper all around your table."
"Your table looks untidy."

Situation: To a boisterous child:
Positive: "Talk softly."
"Help keep our room pleasant by walking softly."
Negative: "Don't be so noisy."
"Don't stamp your feet when you walk."

- The youngest and oldest teachers are more authoritarian in their responses toward a standard of behavior (Wickman, 1929).

Examples: Younger teachers are threatened, lack self-confidence, and feel compelled to maintain control.
Older teachers are set in their ways, often fear new innovations, are threatened by loss of job or retirement.

- Teachers are more lenient toward the behavior of their bright pupils (Rosenthal & Jacobson, 1968).

- When teachers become aware of causes of behavior, they are usually more tolerant of and effective in handling pupil problems (Ojemann & Wilkinson, 1939).

After an experimental study was conducted by Ojemann & Wilkinson (1939), several interesting comments were made by the teachers involved. The study method had assisted teachers in analyzing motives, attitudes and environmental conditions of a group of students. The changes teachers showed in their attitude and treatment of pupils are revealed in the following short comments:
One teacher:
"After your account of L.M., I see her as an unhappy child rather than an insolent one."

Another teacher:

> "After discovering it was shyness and nervousness rather than sulkiness which prevented L.C. from reciting, I made a special effort to see what could be done to help him overcome his difficulty. I seated him so he could be centrally located, praised him at every reasonable opportunity, encouraged him not to do things alone but in company with his classmates as asking him, along with others, to pass papers and occasionally to read aloud."

And another:

> "I was very much interested in the information concerning G.B. I had previously caught myself wishing I knew more about her home life as she always appeared to be undernourished and inclined to be the 'mousy' type. After learning that she received so little encouragement at home, I endeavored to praise her school work at every opportunity that arose; and I noticed she beamed at every word (Ojemann & Wilkinson, 1939)."

TEACHER ATTITUDE TOWARD BACKGROUND AND SOCIAL CLASS

- Children of upper and middle social class groups perceive teachers' feelings toward them more favorably (Davidson & Lang, 1960).

- Teachers perceive "good homes" to be the ones which facilitate their task, i.e., where parents are able to assist in the mental development of their children (National Foundation for Educational Research in England and Wales, 1968).

The following statements concerning teacher attitude were found in Rosenthal & Jacobson (1968).

- Teachers and administrators expect less from lower class children.

- Teachers in lower class schools set lower standards for their pupils.

- Teachers in slum schools or low class areas use different techniques than those in middle class schools. "Teacher's are likely to handle blacks differently, teach them less and want to escape."

- Teachers in low socio-economic areas often want to transfer to better schools.

- The gap among the social classes widens as a child progresses in school.

- Teachers impose middle class standards on lower class children, disregarding their lack of training, restricted language or experience deprivation (Rosenthal & Jacobson, 1968).

TEACHER ATTITUDE TOWARD THEMSELVES

A teacher's understanding and acceptance of himself is one of the most important requirements for any effort he may make to aid pupils in knowing and accepting themselves. Damaging attitudes toward oneself may result in an unhealthy classroom atmosphere and irrevocable damage to the students (Jersild, 1955).

Such erroneous attitudes, cited from Avent (1931), may include:

1. Egotistical attitudes—the teacher may be self-centered, unduly selfish, boast of personal achievement, set himself up as a superior model, ignore serious problems among students to find concern only for his own problem.

2. Inferior attitudes—the teacher may be afraid of himself, fail to acknowledge failure in anything, fail to innovate new methods or stifle his pupils' creativity and initiative.

3. The "terrapin" attitude—this teacher might withdraw into his shell of knowledge, consider his education "complete," refuse to "grow," lack initiative or creativity (Avent, 1931).

▪ If a teacher fails to receive adequate recognition from parents, she may become more insecure in her job and demand a greater amount of attention and recognition from her students (Jenkins & Lippitt, 1951).

▪ If students deny the needs of the teacher to be recognized or accepted, he may react by withdrawing fair treatment, failing to approve and commend pupils or directing aggressive behavior toward the class (Jenkins & Lippitt, 1951).

▪ If groups of individuals, such as teachers, fail to receive recognition by members of other groups (such as other teachers, administrators, other professional groups), it may affect the productivity of the teacher (Jenkins & Lippitt, 1951).

▪ Various personality traits may also affect a teacher's attitude (behavior) toward himself. Some traits which may undermine potential usefulness include:

1. Uncontrolled temper which may result in lack of self-discipline, temper flare-ups, displaced aggression, or unwise decisions concerning pupil behavior (Avent, 1931).

2. Moodiness which may provide a disagreeable and unstable classroom atmosphere, and cause fearfulness among pupils (Avent, 1931).

3. Oversensitivity which can produce a suspicious teacher; one who carries a "chip on his shoulder," is oversensitive to any behavior, resents harmless joking, and avenges any abnormal behavior by students (Avent, 1931).

4. Unreasoned prejudices, which can produce discrimination toward certain children, and undermine unjust punishment for other children (Avent, 1931).

5. Worry or anxiety which may take the form of threat, inconsistency within self, domination of pupils, uneasiness, needless worry over trifles in a classroom (small noises, discipline problems), or lack of confidence and assurance. This trait may also place heavier demands upon the teachers than they are able to meet (Jersild, 1955).

6. Loneliness which can cause a teacher to become overly dependent upon her students, use attention getting devices in her instruction, become overly involved in her profession while ignoring outside activities, or cause withdrawal from other school personnel (Jersild, 1955).

PUPIL ATTITUDE TOWARD TEACHERS

▪ A child's own self-perception may influence the way in which he perceives a teacher's attitude toward him (Rosenthal & Jacobson, 1968).

- A teacher who feels negatively toward a child will adversely affect the child's self-perception (Rosenthal & Jacobson, 1968).

- Teachers who are punitive may cause their students to react with aggression and hostility (Davidson & Lang, 1960).

- High expectations from a teacher may pressure a child to attempt unrealistic standards (Davidson & Lang, 1960).

- Pupils show positive or negative attitude toward certain types of teachers (Tiedman, 1942).

The following research in pupil attitude toward teachers was conducted by Tiedman (1942):

> What Pupils Like in Teachers
>
> Some of the most frequently mentioned acts and characteristics liked by pupils follow:
>
> 1. Teacher has a kind, friendly, cheerful disposition.
> 2. Teacher is glad to help children.
> 3. Teacher explains clearly.
> 4. Teacher has no pets--is fair to everyone.
> 5. Teacher is neat and tidy in dress and in taking care of the room.
> 6. Teacher has a sense of humor.
> 7. Teacher understands children and their problems.
> 8. Teacher allows children to do things for her.
> 9. Teacher is friendly and polite on the street or out of school.
>
> In general, the best liked teacher may be described as kind, friendly and cheerful; has a sense of humor; does not nag, ridicule, or speak sarcastically to pupils; does not threaten or punish so severely as to cause the pupils to fear her; is always willing to help pupils when they are in need of help; does not impose her will arbitrarily on the pupils; is not "bossy" or domineering; is fair to all pupils, and gives them all opportunities to help her with various tasks; is modern and neat in dress, and neat in room management; has a clear, pleasant voice; understands children and their problems; realizes that all children are not alike, but must be recognized as individuals; allows sufficient freedom in the classroom while maintaining adequate discipline and respect from all pupils. . . .
>
> Acts and Characteristics of Teachers that Pupils Dislike
>
> Some of the most frequently mentioned acts and characteristics disliked by pupils of seventh, eighth, and ninth grades follow.

1. Characteristics of the Teacher Who is Autocratic (Domineering).

1. Teacher talks so much we can't do anything.
2. Teacher never lets us talk or whisper.
3. Teacher is "bossy," acts like a "big shot," acts like she's the "whole cheese."
4. Teacher is too strict.
5. Teacher is unreasonable.

2. Characteristics of the Teacher Who Ridicules, Uses Sarcasm and Nags.

1. Teacher is crabby, cross, scolds, and has bad temper.
2. Teacher embarrasses children.
3. Teacher nags and "preaches" to us all the time.
4. Teacher is sarcastic and mean.
5. Teacher picks on pupils all the time.
6. Teacher makes a pupil stand in front of the class and makes a spectacle of him.

3. Characteristics of the Teacher Who Threatens, Frightens, and Punishes to Secure Discipline.

1. Teacher hits "kids" and shakes them up.
2. Teacher keeps pupils after school.
3. Teacher sends pupils to the office.
4. Teacher gives low marks for punishment.
5. Teacher screams at us or talks harsh to us.
6. Teacher makes us make up too much time for being late.
7. Teacher talks so harsh she scares me.
8. Teacher made us scared of her.
9. Teacher uses too severe punishment.
10. Teacher makes you write something 100 or 1000 times
11. Teacher threatens us all the time.

4.5 Characteristics of the Teacher Who Fails to Provide for Individual Differences of Pupils.

1. Teacher gives too much home work.
2. Teacher doesn't explain clearly.
3. Teacher doesn't give help with work.
4. Teacher doesn't give enough time for important work.
5. Teacher expects too much.
6. Teacher makes work too hard.
7. Teacher gives too many tests.
8. Teacher piles on too much work.

4.5 Characteristics of the Teacher Who Has Disagreeable Personal Peculiarities.

1. Teacher is too old and doesn't understand our problems.
2. Teacher always talks about herself or her relatives.
3. Teacher wears old, queer clothes.
4. Teacher has no sense of humor--never friendly or cheerful.
5. Teacher isn't neat--sloppy and untidy.
6. Teacher tells "awful" jokes.
7. Teacher is nervous and irritable.
8. Teacher wears same clothes every day.
9. Teacher never compliments or encourages one.
10. Teacher goes frantic at every little noise.

6. Characteristics of the Teacher Who Shows Partiality Toward Pupils.

1. Teacher has "pets"--is partial.
2. Teacher marks too low.
3. Teacher picks on certain people.
4. Teacher accuses some people of something they didn't do.
5. Teacher is unfair.
6. Teacher doesn't like boys (or girls).
7. Teacher doesn't pay any attention to some pupils.
8. Teacher always "sticks up" for smaller children.

TEACHER ATTITUDE TOWARD SEX DIFFERENCES

- Girls perceive teachers' feelings toward them more favorably than boys (Koulin & Gump, 1968).

- Generalized girls' behavior is often more acceptable to teachers than generalized boys' behavior (Rosenthal & Jacobson, 1968).

- Boys tend to receive a larger number of disapproval contacts from teachers. This is especially true of most masculine boys. The following factors may account for this:

1. Behavior problems are observed more frequently in boys than in girls.
2. Boys are more aggressive than girls and consequently, are more annoying to teachers.
   Example:
   Since in our culture, aggressive behavior is considered "normal" for boys, problems arise when the teacher attempts to change this behavior in a classroom situation. Teachers may react to aggression with counter-aggression, thus creating a vicious cycle for teacher and pupil. It would seem more reasonable to redirect male energy and aggression through constructive activities.
3. Boys may gain peer approval by their dislike of school or teachers. This may be damaging to teacher ego and confidence (Rosenthal & Jacobson, 1968).

CASE STUDY

The following study was taken from: Rosenthal, Robert and Lenore Jacobson, *Pygmalion In the Classroom*. Holt, Rinehart, and Winston, New York: 1968.

The central idea behind Rosenthal and Jacobson's study is that one person's expectations can influence another's behavior. In order to test such an idea, the researchers chose a public elementary school, Oak School, in a lower class community of a medium-size city. The school has a minority group of Mexican children who comprise about one-sixth of the school's population. The population itself shifts every year with approximately 200 of the 650 children leaving and being replaced.

The Oak School placement system follows an ability tracking system where each of the six grades is divided into one fast, one medium and one slow group. A pupil's reading ability is used primarily as a basis for assignming him to a track. Within Oak School it was found that the Mexican children overpopulated the slow track.

The researchers decided to test the proposition that favorable expectations by teachers could increase intellectual competence.

To begin the procedure, all the students were pretested with a standard nonverbal test of intelligence. This test, which was composed of "verbal" and "reasoning" items, was presented to the teacher as one which would predict intellectual "blooming" or "spurting." In each of the classes an average of 20% of the children were assigned to the experimental condition. The names of these pupils were given to each teacher, and she was told that the "test for intellectual blooming" had predicted they would show unusual intellectual gains during the school year. Actually the children's names had been randomly selected. The difference between these special "bloomers" and the ordinary children, then, was only in the mind of the teacher.

After one semester, one full academic year and after two full academic years, all the children of the Oak School were retested with the same I.Q. test. The first two retests were administered while the children were still in the classrooms of the teachers notified about their intellectual blooming. The third retest occurred when the children had been promoted to classes of teachers who had not been given any special expectations as to intellectual growth of the children. The last retest was included so that any differences might be noted when the children changed teachers.

The results of the experiment revealed:

1. As a whole, the children from classrooms where teachers had been led to expect intellectual blooming showed significantly greater gains in I.Q. scores than did the control group.
2. Children judged by their teachers to show the greatest advancement in reading were those who were expected to "bloom" intellectually.
3. Children in the medium track showed the greatest expectancy advantage.
4. Children in the medium track showed the greatest gains in reading scores.
5. Teacher's grading seemed to reveal a negative halo effect. In other words, the special children were graded more severely than the control children.
6. Teachers do set lower standards for those children of deprived areas.
7. A possibility also exists that once a teacher's expectations for performance are raised, she may set a higher standard for the student to meet.

Some interesting findings were also noted concerning age difference with respect to the expectancy advantage. After the first two retests (when pupils were still under the influence of the teacher who had been told of their "blooming"), the researchers found:

> The effects of teacher expectancies were not evenly distributed over the six grade levels. The lower grades, especially first and second grades, showed the greatest effects.
>
> Younger children showed the greatest expectancy advantage in reading scores.

After the last retesting two years later when students had changed teachers, different results were revealed.

> Two years later the younger children lost their expectancy advantage.
>
> Children of the upper grades showed an increased expectancy advantage after two years.

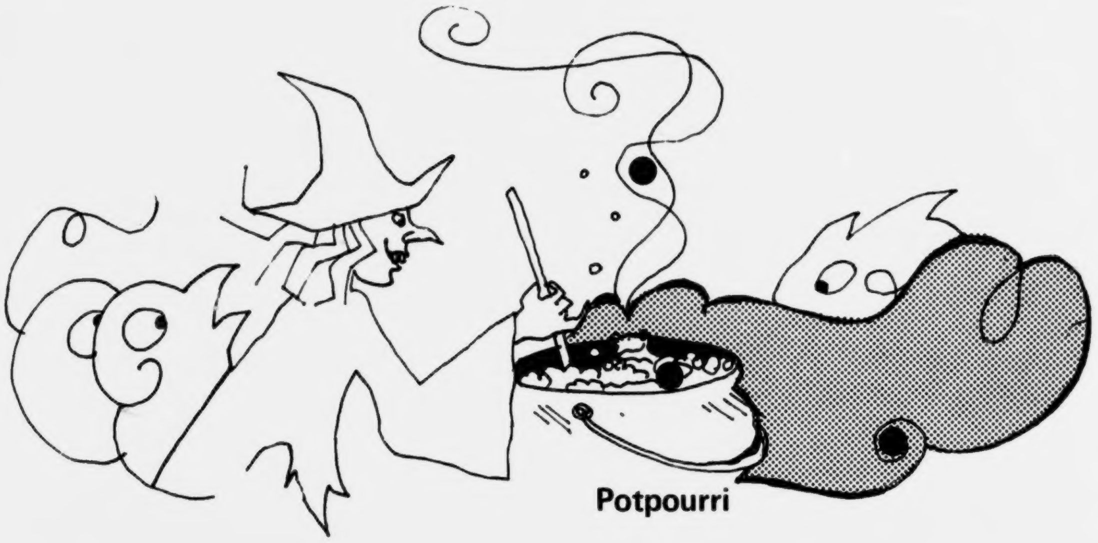
A number of possible explanations for the findings that teacher's expectancy operates primarily at the lower grade levels follows:

> Younger children have less well-established reputations, making the expectations of their performance more credible.
>
> Younger children may also be more susceptible to the social influence of the teacher.
>
> Younger children appeared to be more recent arrivals in the community and may have differed significantly from the older children in characteristics other than age.
>
> Teachers of lower grades may differ from teachers of higher grades in a variety of areas effecting the communication of expectancies.

Possible causes for the change after two years might have been due to the fact that younger children, who seem easier to influence, needed continued contact with their influencer in order to maintain the behavior change. The older children, who were harder to change initially, may have been better able to maintain the change once it had been initiated.

Although the Pygmalion study offers important implications for the study of teacher attitude in education, a number of factors may have affected the validity. Among these are:

> Accident theories. The accident theories maintain that there is really nothing to explain. The results are seen merely as artifacts.
>
> Hawthorne effects. This effect deals with an experiment which took place at the Hawthorne Works of the Western Electric Company in the mid-20's. The company was the scene of very intensive investigation of the effects of a variety of working conditions on the workers' performance. The working conditions at the company were altered in various ways to determine the effect upon production. It appeared that the introduction of any change might lead to behavioral changes more so than any specific manipulation of environment. In reference to the Pygmalion Study, the Hawthorne effect might have been operating. Any change within the classroom might have accounted for the greater I.Q. gains.



Potpourri

Description:

The following is a list of suggested methods and materials that might aid the teacher in modifying pupil behavior. These brief descriptions are presented in hopes that the teacher might find some useful ideas to employ to her specific classroom situation. It should be remembered that what works with one child or one teacher in one specific situation might not be helpful or effective under different circumstances. The following are merely "food for thought" to be used or applied in situations where they might work.

Procedures:

TEMPTATION REMOVAL

A teacher keeps deviant or destructive behavior to a minimum by removal of tempting objects. Electrical equipment, audio-visual devices, breakables or multi-part games and toys are all objects that arouse pupil curiosity and are a source of "tactile temptation." Try to remove them so they won't divert pupil attention from the teaching-learning situation.

ROUTINES

Poorly defined rules, regulations, standards of behavior and performance increase student misbehavior. Make definite classroom routines so that students know exactly what is expected of them.

Example:

- raising hand for recognition
- procedures for lining up or dismissal
- choice of designated activities for free-time periods

Research seems to indicate that teachers with a consistent, well planned routine have fewer discipline problems.

HUMOR

Humor can reduce the fear, tension, and suspicion with which some students associate school and teachers. If these negative feelings are reduced, the child can respond with appropriate learning and social behavior.

Example:

The students in Mrs. Barrett's class referred to her as "the witch" behind her back. Mrs. Barrett knew that it gave her students peer esteem and approval to ridicule both her and the "system." Consequently, she did not take her unflattering title too personally. On the day of Halloween, Mrs. Barrett entered the class after all her students were seated. She wore a black cape and pointed black hat. On her face she wore a grotesque mask. Mrs. Barrett galloped into the classroom, astride a broomstick, stating that it was high time

> she looked the part she portrayed. The class thoroughly enjoyed this bit of diversion and appreciated Mrs. Barrett's sense of humor and ability to take kidding. Mrs. Barrett used humor to avoid what might have been an inflamatory classroom situation. She brought an undercurrent to the surface in a manner agreeable to all.

VISUAL PROMPTING

This is a method that can be used in cases where it would be undesirable to either ignore the inappropriate behavior or make an issue of it. A shake of the head, motion of the hand, or disapproving glance between teacher and pupil can serve as a visual cue. It informs the student that you know "what's up" and doesn't disturb or distract the entire class. This method is effective only in the early stages of misbehavior.

PROXIMITY CONTROL

If the teacher moves in close proximity to her pupil, this pupil is less likely to misbehave. A teacher may use this device informally and place a child who lacks inner self control near her desk. This method of modifying behavior need not be punitive. Teacher nearness provides many students with security, as well as control.

INTEREST BOOSTING

If the teacher suspects that a pupil is bored and might misbehave, she can show interest in the pupil and his task by going over to look at or inquire about the student's work. Convey a few words or comments to show that you are interested and enthusiastic about the task or project. Many students will react to this added bit of teacher attention with renewed energy and motivation.

PURPOSEFUL IGNORING

By purposefully ignoring some forms of misconduct, a teacher might modify inappropriate behavior. In using this method, the teacher allows a child to relieve inner tension without rewarding poor behavior through added attention and recognition. This technique works especially well where behavior that "rattles" the teacher is rewarded through peer approval, as is often the case with pre-adolescents and adolescents.

IRRITABILITY DRAIN-OFF

The student who has pent-up feelings of anger and frustration, or who has excess energy and no acceptable means of release, may engage in disruptive or rebellious behavior. If these feelings could be released or "drained-off," the student might be able to regain and maintain self-control.

Some classroom techniques for providing this drain-off may be change of pace, physical activity, recess, snack or special treat, films, records, discussion or debates, gripe sessions.

Irritability drain-off merely implies restructuring of a situation to combat boredom, apathy, restlessness and misconduct through the introduction of an activity that changes pace or motivates.

PURPOSEFUL EXILE

A single child who is misbehaving may "get in over his head" and be unable to regain self-control. In a case such as this, a child can be removed from the room in a non-punitive manner for his own good and the good of his classmates. This behavior modification technique should not be considered a punishment. It is a technique to help a child regain his composure and save face. This can be used for behaviors ranging from temper tantrums to uncontrollable fits of the giggles.

TEAM LEARNING CHILD-CHILD TUTORING

Children might be able to learn more effectively and accept direction more willingly from a peer rather than an authority figure. This method is especially effective with students who are hostile to or suspicious of teachers. Having older or more capable students tutor their peers for short work periods during the day may serve as an effective behavior modification technique. The child who experiences social or academic failure would benefit from the individualized instruction as well as the socialization on a one-to-one basis with another student.

SELF-INITIATED LEARNING

Children who do not behave or learn well under pressure will sometimes function more effectively if they can arrange their own schedules. This can be carried through successfully if the teacher provides the necessary structure and guidance. For example, the child must know that certain, specific tasks must be complete at the end of the day. The methods or schedule for fulfilling these requirements are up to the child's discretion. This method might work well with students who are emotionally disturbed or gifted pupils, as in both of these cases, the pupil requires more flexibility.

ELECTRONIC AIDS

Students who are behavior problems sometimes have difficulties with interpersonal relationships. This is particularly true in a classroom situation where the pupil must interact with peers and teachers. The personal problems that might result in this situation may lead to ineffective learning. Automated interference—being impersonal—would probably appeal to such children and be more effective than a teacher. The use of electronic aids in classrooms is especially useful for the gifted and mentally retarded for the following reasons:

It permits free exploration.

It gives immediate feedback and results of performance.

It is self-pacing.

It permits full use of capacities for discovering relationships.

It enables the learner to make a series of inter-connected discoveries about the physical, social, cultural world.

Some electronic devices that might be useful for classroom application are:

Computors for programming individualized instruction and diagnosing learning disabilities.

Programmed instruction materials.

Videosonic devices--present slides in conjunction with audio instruction pertaining to slides.

Talking typewriters--O. K. Moore's ERE (Edison Responsive Environment Typewriter).

Tapes, tape recorders.

DRUG THERAPY

There is a great deal of controversy about the use and misuse of drugs as a means of modifying behavior.

The use of stimulant drugs, such as ritalin, deaner, aventyl, tofranil, and dexedrine (an amphetamine) is employed in some school systems to modify the behavior of those children diagnosed as hyperkinetic or minimally brain injured. These children are typically restless, overactive, and have short spans of attention. Many of them have specific learning disabilities, particularly in the areas of spelling, reading, handwriting, and motor coordination.

The actual cause of this "hyperkinesis" is unknown, although some neurologists and psychologists feel the syndrome is due to the immaturity or lack of development of certain parts of the central nervous system.

There are both benefits and dangers involved in using drugs as a technique of behavior modification.

Advantages and Disadvantages

ADVANTAGES

- Drugs can produce an increase in the span of attention, learning abilities and perceptual functions.
- Stimulants have a reverse effect on children than they do on adults. They calm down rather than pep up.
- Drugs are less likely to produce dependency in children than in adults.
- Stimulant drugs might combat the boredom or fatigue that might create hyperactivity in students. They may increase alertness by eliminating pupil fatigue.
- If a student has been thoroughly and appropriately diagnosed, behavior modification drugs can be extremely beneficial to the student, parents, and teacher.

DISADVANTAGES

- Young students may approach adulthood with a mistaken philosophy that a "pill" or "drugs" will be a panacea to all of life's problems.
- There is a danger of faulty diagnosis. If this occurs, annoying or active behavior in pupils—behavior that is entirely normal and non-pathelogical—might be branded "hyperkinesis" and treated with drugs which are unnecessary and potentially harmful.
- The black community is suspicious of the possibility that the behavior modification drugs are part of a premeditated plot to reduce black pupils to a state of passive submission.
- In certain cases parents give the schools full responsibility for administering the drugs, which might be in conflict with state laws.

- Some drugs may produce side effects that hamper health and general functioning, such as drowsiness and loss of appetite. There exists the possibility that drugs of this sort will become addictive and produce dependency.

- Some evidence was cited of cases where pupils would "swap" pills in school.

Behavior modification drugs are a new and innovative approach to handling behavioral disorders and their educational implications. As with any other drastic or controversial educational techniques, if it is used in a carefully controlled, adequately diagnosed case, behavior modification drugs might prove extremely beneficial. Moderation and thorough, frequent evaluation must be employed with drug use. On the other hand, if drugs are used as a "wholesale" cure-all or with indiscriminate diagnosis, they can cause great harm to all concerned.

The factual information found in the section on drug therapy was reported in the following sources:

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APPENDICES

A. IDENTIFICATION OF PUPILS WITH SPECIAL NEEDS
B. SAMPLE HEALTH CHARTS AND RECORDS
C. SAMPLE ANECDOTAL RECORD
D. SUGGESTED TESTING MEASURES
E. MODIFYING BEHAVIOR—A DEVELOPMENTAL APPROACH
F. BIBLIOGRAPHY OF BEHAVIORAL PATTERNS (CHILDREN'S BOOKS)

APPENDIX A

Identification of Children with Special Needs

Title:

Pupil's Name ____________________ Teacher ____________________

Age __________ Room __________

Behavioral Clues	Always	Sometimes	Never
1. Chronic failure in schoolwork			
2. Indifference to school, peers			
3. Short attention span			
4. Inability to grasp concepts, regardless of simplicity			
5. Poor recall, memory of recent material			
6. Apathy or sluggishness			
7. Overacting or underacting to stimuli			
8. Restlessness			
9. Bizzarre behavior or mannerisms, i.e., hair twirling			
10. Inability to care for own personal needs			
11. Slow maturation, i.e., walking, talking			
12. Poor communication abilities			
13. Poor coordination			
14. Infantile behavior			
15. Extreme passiveness, submissiveness			
16. Stubborn or defiant behavior (on a consistent basis)			

Behavioral Clues (cont'd)	Always	Sometimes	Never
17. Lack of creativity or fluency of response			
18. Overt and persistent aggression			
19. Withdrawal (social, emotional, frigidity)			
20. Chronic illness			
21. Physical aggression against people or things			
22. Willful destruction of property			
23. Self-destructive behavior, i.e., chewing on lips, skin; pulling out hair, inflicting burns			
24. Truancy			
25. Pattern of continual fighting or arguing			
26. Inability to get along with peers or adults			
27. Fear or hatred towards authority figures			
28. Irrational fears or phobias			
29. Reactions to traumatic home situations			
30. Obsessions or compulsive behavior, i.e., hand washing, hair combing			
31. Frequent absenteeism			
32. Extreme displays of hate, jealousy, affection			
33. Excessive degree of competition			
34. Rigid behavior patterns			
35. Patterns of violence			
36. Evidence of wanting to purposefully hurt others or be hurt by them			
37. Overdependency			

Behavioral Clues (cont'd)	Always	Sometimes	Never
38. Excessive attention-getting behavior			
39. Escapism, i.e., books, fantacies, daydreams			
40. Extreme despression			
41. Anxious behavior on a consistent basis			
42. Hypochondria or preoccupation with disease or sickness			
43. Pilfering (beyond elementary school years)			
44. Consistent pattern of lying and cheating (beyond elementary school years)			
45. Sexual difficulties or preoccupations, i.e., exhibitionism, chronic masturbation			
46. Disruptive behavior			
47. Cocking head to the side			
48. Inability to hear or follow directions			
49. Squinting			
50. Crossed eyes			
51. Inability to understand conversation			
52. Holding paper and pencils in awkard position			
53. Common mistakes in copying, i.e., reversals, omissions, substitutions			
54. Common speech defects			
55. Frequent colds or upper respiratory difficulties			
56. Chronic coughing			
57. Loss of appetite			

Behavioral Clues (cont'd)	Always	Sometimes	Never
58. Puffiness about eye, throat, fingers			
59. Headaches			
60. Extreme fatigue and drowsiness			
61. Generally poor coloring (flush, jaundice)			
62. Extreme over or under weight			
63. Unusual body size			
64. Constant thirst			
65. Bathroom difficulties (poor or little bowel and bladder control)			
66. Unexplained twitching or tremors			
67. Awkward stroll or gait			
68. Curvature of spine			
69. Shortness of breath			
70. Lack of stamina, vitality			
71. Slight seizures or lapses of memory			
72. Hyperactivity			
73. Distractibility			
74. Perceptual handicaps			
75. A specific disability in a particular subject area for no apparent cause			

APPENDIX B

Sample Health Charts and Records

High-Risk Infants*

Family History

- Presence of mutant genes
- Central nervous system disorders
- Low socioeconomic group
- Previous defective sibling
- Parental consanguinity
- Intrafamilial emotional disorder

Medical History of Mother

- Diabetes
- Hypertension
- Radiation
- Cardiovascular or renal disease
- Thyroid disease
- Idiopathic thrombocytopenic purpura

Previous Obstetrical History of Mother

- Toxemia
- Miscarriage immediately preceding pregnance
- Size of infants
- High parity
- Prolonged infertility

Present Pregnancy

- Maternal age < 18 or > 38
- Multiple births
- Polyhydramnios
- Pyelonephritis
- Out-of-wedlock pregnancy
- Oligohydramnios
- Medications
- Radiations
- Anesthesia
- Maternal rubella in 1st trimester
- Diabetes
- Toxemia
- Fetal-maternal blood-group incompatibility

Labor and Delivery

- Absence of prenatal care
- Prematurity
- Postmaturity-dysmaturity
- Precipitate, prolonged, or complicated delivery
- Low Apgar score—5 min

Placenta

- Massive infarction
- Amnion nodosum
- Placentitis

Neonatal

- Single umbilical artery
- Jaundice
- Head size
- Infection
- Hypoxia
- Severe dehydration, hyperosmolarity, and hypernatremia
- Convulsions
- Failure to regain birth weight by 10 days
- Manifest congenital defects
- Disproportion between weight or length and gestational age
- Survival following meningitides encephalopathies, and traumatic intracranial episodes

*Adapted from Proceedings of the White House Conference on Mental Retardation, Washington, DC, 1963.

History Form

TO THE PARENT: Please complete this history form about your child. It will become a part of his medical record and provide information to the physician for his review.

CHILD'S NAME ____________________

A. PREGNANCY AND BIRTH:

1.	Did you have an illness during your pregnancy?	No	Yes
2.	Did the baby come on time?	Yes	No
3.	What was the birth weight?	____________	
4.	Did your baby have any trouble starting to breathe?	No	Yes
5.	Did the baby have any trouble while in the hospital?	No	Yes

B. FEEDING AND DIGESTION:

1.	Was there severe colic or any unusual feeding problems in the first 3 months?	No	Yes
2.	Is your child's appetite usually good?	Yes	No
3.	Is it good now?	Yes	No
4.	Do any foods disagree with him/her?	No	Yes
5.	Does he/she often have diarrhea?	No	Yes
6.	Has constipation ever been much of a problem?	No	Yes
7.	If on vitamins, what kind and how much?	____________	
8.	If still on formula, which one do you use?	____________	

C. FAMILY HISTORY:

1. Circle any of the following diseases that the child's parents, grandparents, aunts, uncles, brothers, sisters have had:
seizures cancer inherited or family diseases diabetes
tuberculosis asthma allergy nervous breakdown

2.	Are the child's parents both in good health?	Yes	No

3. List ages, sex, and general health of brothers and sisters:

____

____

4.	Have any of your children died?	No	Yes

D. INFECTIONS' ILLNESSES' MISCELLANEOUS PROBLEMS AND DEVELOPMENT:

Has your child

1.	Had as many as three attacks of ear trouble?	No	Yes
2.	Had more than three colds or throat infections with fever a year?	No	Yes
3.	Had any trouble with urination?	No	Yes
4.	Ever had a convulsion?	No	Yes
5.	Had any trouble with hearing?	No	Yes
6.	Had any trouble with vision?	No	Yes
7.	At what age did your child Sit alone? Walk alone?	 ____________ ____________	
8.	Did your child say any words by age 1½ years?	Yes	No
9.	Does your child have any trouble sleeping?	No	Yes

History Form, cont'd.

10. Does your child have dental problems? No Yes
11. Circle any of the following that your child has had:
    "red" measles mumps chickenpox roseola
    whooping cough German or "3-day" measles pneumonia
    serious accidents broken bones removal of tonsils and adenoids
    Other operations ____________________
    Other diseases—what? ____________________
    Hospitalization—for what? ____________________

E. ALLERGIES:

Has your child ever had:

1. Eczema or hives No Yes
2. Wheezing or asthma? No Yes
3. Allergies or reactions to any medicines or injections? No Yes
4. Does he/she tend to have a stuffy nose or "constant cold"? No Yes

F. BEHAVIOR:

Does your child

1. Get along well in school? Yes No
2. Get along well with other children? No Yes
3. Have any of the following problems? (circle)
   nail biting irritable speech problems thumbsucking wets bed
   breath holding nightmares won't mind jealousy bad temper
   can't toilet train

G. TESTS AND IMMUNIZATIONS:

Has your child had:

1. A successful smallpox vaccination? Yes No
   Give date ____________
2. "DTP" or diphtheria, tetanus, and whooping cough immunization? Yes No
   Give date of last booster ____________
3. All three doses of polio vaccine by mouth? Yes No
4. Measles vaccine? Yes No
   Give date ____________
5. Skin test for tuberculosis? Yes No
   Give date of last test ____________
6. Hearing tested? Yes No
7. Vision tested? Yes No
8. When did child last see a dentist? ____________

Suggested Schedule for Preventive Child Health Care

Age	History	Procedures	Developmental Landmarks	Discussion and Guidance
1 mo.	Initial Eating Sleeping Elimination Crying At every visit mother should be asked for questions	Height Weight Head circumference Temperature Evaluation of hearing Complete PE PKU	Eyes follow to midline Baby regards face While prone, lifts head off table	Vitamins Sneezing Hiccoughs Straining with bowel movements Irregular respiration Startle reflex Ease and force of urination Night bottle "Spoiling" Accidents Colic
2 mo.	Health Sensory-motor development Eating Sleeping Elimination Happiness	Height Weight Head circumference Temperature Complete PE DPT Oral polio	Vocalizes Smiles responsively	Solid foods Immunizations Thumbsucking
3 mo.	Health Eating Sleeping Elimination Crying Other behavior	Height Weight Head circumference Temperature Complete PE DPT	Holds head and chest up to make 90° angle with table Laughs	Feeding Accidents Sleeping without rocking, holding, etc. Coping with frustrations
4 mo.	Health Eating Sleeping Elimination Other behavior Sensory-motor development Current living situation Parent-child interaction	Height Weight Head circumference Temperature Complete PE DPT Oral polio	Holds head erect and steady when held in sitting position Squeals Grasps rattle Eyes follow object for 180°	Feeding Schedule to fit in with family Attitude of father Respiratory infections

Age	History	Procedures	Developmental Landmarks	Discussion and Guidance
6 mo.	Health Eating Sleeping Elimination Other behavior Sensory-motor development	Height Weight Head circumference Temperature Evaluation of hearing Complete PE Oral Polio	No head lag if baby is pulled to sitting position by hands	Feedings Accidents Night crying Fear of strangers Separation anxiety Description of normal micturition
8 mo. to 9 mo.	Health Eating Sleeping Elimination Sensory-motor development Behavior	Height Weight Temperature Complete PE Tuberculin test Hgb or Hct	Sits alone for 5 seconds after support is released Bears weight momentarily if held with feet on table Looks after falling object Transfers block from one hand to another Feeds self cracker	Use of cup Eating with fingers Fear of strangers Accidents Need for affection Normal unpleasant behavior Discipline
12 mo.	Health Eating Sleeping Elimination Behavior	Height Weight Head circumference Temperature Complete PE Measles vaccine (Rubeola)	Cruises - walks around holding on to furniture Stands alone 2-3 seconds if outside support is removed Bangs together two blocks held one in each hand Imitates vocalization heard within preceding minute Plays pat-a-cake	Negativism Likelihood of respiratory infections "Getting into things" Meaning from bottle Proper dose of vitamins Control of drug and poisons
15 mo.	As for 12 months	Height Weight Temperature Complete PE Vaccination for smallpox	Walks well Stoops to recover toys on floor Uses Da-da and Ma-ma specifically for correct parent Rolls or tosses ball back to examiner Indicates wants by pulling, pointing or appropriate verbalization (not crying) Drinks from cup without spilling	Temper tantrums Obedience
18 mos.	As for 12 months	Height Weight Temperature Complete PE DPT Trivalent oral polio	Puts one block on another without it falling Mimics household chores	Reaction toward and of siblings Speech development

Age	History	Procedures	Developmental Landmarks	Discussion and Guidance
2 yr.	Health Eating Sleeping Elimination Toilet training Sensory-motor development Speech Current living situation Peer and social adjustment	Height Weight Temperature Blood pressure Hearing Complete PE Urinalysis Tuberculin test Rubella vaccine	Kicks a ball in front of him with foot without support Scribbles spontaneously - purposeful marking of more than one stroke on paper Balances 4 blocks on top of one another Points correctly to one body part Dumps small object out of bottle after demonstration Does simple tasks in house	Need for peer companionship Immaturity-inability to share or take turns Care of teeth From this point on, guidance may be indicated by the mother's answers to a questionnaire about behavioral and emotional problems
3 yr.	As for 2 yr.	As for 2 yr.	Jumps in place Pedals tricycle Dumps small object out of bottle without demonstration Uses plurals Washes and dries hands	Guidance from questionnaire answers Sex education Nursery schools - qualifications of a good one Obedience and discipline
4 yr.	As for 2 yr.	As for 2 yr. Vision ("E" chart)	Builds bridge of 3 blocks after demonstration Copies circle and cross Identifies longer of two lines Knows first and last names Understands what to do when "tired" Plays with other children so they interact--tag Dresses with supervision	Guidance from questionnaire Kindergarten Use of money Dental care
5 yr.	As for 2 yr. (omit toilet training) Kindergarten	As for 2 yr. Vision ("E" chart) Color blindness Audiometer	Hops 2 or more times Catches ball thrown 3 feet Can tolerate separation from mother for a for a few minutes without anxiety	Guidance from questionnaire answers Readiness for school Span of attention -- how to increase it
6 yr.	As for 2 yr.	As for 5 yr. (omit color blindness) As for 2 yr. Smallpox vaccine Trivalent oral polio Tetanus Diphtheria	Bicycle riding Copy a square Draw a man with 6 parts Define 6 simple words, e.g., ball, lake, house Name materials of which things are made, e.g., spoon door	Guidance from questionnaire answers School readiness or performance Allowance

APPENDIX C

Anecdotal Record

Pupil	Tommy Adams	Teacher	Mrs. Malone
Date	April 12, 1970	Class	5th Grade

Today, during recess, Tommy began to harrass the 3rd grade boys by intercepting their ball during a game of dodge ball. He would not relent until I had to intercede and physically remove him from the area.

Tommy and I discussed this matter in private and he said that he bothered the younger boys because he had nothing to do during recess and was bored. I have noticed that the boys in our class often exclude Tommy from their outdoor activities. Tommy seems quite aggressive and does not always play by the rules. He shows poor sportsmanship unless he wins.

*I might begin a spring unit on sports and teach about good sportsmanship and fair play.

Today Tommy brought in a new soccer ball for show and tell, used in conjunction with our unit on sports. The boys showed much interest in Tommy's new possession. I suggested that with Tommy's permission they try it out during recess. Tommy agreed and I suggested that he go over some of the rules for fair play and good sportsmanship with the class to prepare them for recess. Tommy did so quite competently. Today at recess, the boys had a very good time and played a good game of soccer. Tommy seemed very proud and pleased that he was accepted and included in the game and the boys made plans to continue the game tomorrow. In discussing some of Tommy's social problems with his mother she mentioned that her older sons often boss Tommy around and exclude him from activities. This could explain Tommy's aggression and hostility directed toward his peers and younger children.

The anecdotal social record gives teachers a basis and direction for observation along with insight into possible causes and ways of modifying pupil behavior. This type of record is particularly important in children whose behavior is interfering with their progress and performance. The sensitive teacher views pupil behavior as a symptom and then attempts to find the underlying cause and most effective means of dealing with this symptom. Behavior should never be treated as an end in itself.

APPENDIX D

Suggested Testing Measures

Intelligence Tests

A. Individual

1. Doll Pre-School Inventory
2. Merrill Palmer Pre-School 24-36 Months
3. Wechsler Pre-School Scale of Intelligence (WPSI)
4. * Wechsler Intelligence Scale for Children (WISC)
5. * Stanford Binet

B. Group

1. * California Text of Mental Maturity - CTMM
    6 levels-pre-primary/advanced
2. * Kuhlmann-Finch - Gr. 1-12
3. * Kuhlmann-Anderson - Gr. 7-12.
4. Henmon-Nelson Tests of Mental Ability Revised E. - Gr. 3-17
5. Large - Thorndike - Gr. K-12
6. * Pitner General Ability Tests K-12th Grade
7. SRA Tests of Educational Ability Gr. 4-12
8. Tests of General Ability - Cooperative Inter-American Series - Gr. 1-13

C. Culture Fair

1. Cattell - Culture-Fair Intelligence Test
2. Davis-Ells Games - Group test of intelligence in pictorial form.
    Primary Test - Grades 1 & 2)
) Problem Solving
    Elementary Test - Grades 3-6)
3. Goodenough Intelligence Test - Draw-a-Man
4. * Leiter International Performance Scale used in assessing abilities of those with speech, hearing, and varying degrees of language handicaps. (Used between ages of 2 and 18).
5. Institute for Personality and Ability Testing (IPAT) Culture free Intelligence Test -
    Scale 1 - Individual Test, age 4-8
    Scale 2 - Age 8-14

* Good for detection of suspected mental deficiency

Achievement Tests

1. California Achievement Test (CAT)
2. Iowa Test of Basic Skills (ITBS)
3. Metropolitan Achievement Test (MAT)
4. Stanford Achievement Test (SAT)

Maturation and Readiness: Test of Physical Motor Development

Administered almost entirely to the infant and very young child in the early school years or prior to school entrance.

1. Anton Brenner Developmental Gestalt Test of School Readiness
2. Beery Test of Visual Motor Integration
3. Bender Gestalt Test (predictability of achievement in the early grades)
4. California first year Mental Scale Ages 1-18 months
5. Cottell Infant Intelligence Scale -
   Downward extension of the Stanford Binet beginning at age 3 months.
6. Marianne Frostig - Test of Visual Perception
7. Gesell Scale
8. Griffiths Mental Development Scale -
   Assessing infants' level of behavioral development during first two years of life
9. Kuhlmann Tests of Mental Development
10. Minnesota Pre-School Scale
11. Merrill-Palmer Scale

Personality Tests

1. California Test of Personality K-Adult
2. Child Personality Scale K-9th grade
3. IPAT Institute for Personality and ability testing Child's Personality questionnaire.

Instrument for Finding Individual Behavioral Tendencies

1. Childrens' Apperception Test (CAT) Ages 3-10
2. Bell Personal Adjustment Inventory
3. Children's Manifest Anxiety Scale
4. Drawing Completion Test - Ages 5 and over
5. Driscoll Play Kit, Ages 2-10
6. Family Relations Test - Ages 3-7
   Exploration of Children's Emotional Attitudes
7. Five Task Test - for 8 ups and over
   Performance and projective test of emotionality, motor skill, and organic brain injury
8. Graphoscopic Scale - 5 and over
9. HTP (House-Tree-Person Projective Techniques, Age 5 - over

10. Hemholtz Ink Blot Test
11. Make a Picture Story - 6 and over
12. Peterson Quay-Behavior Rating Checklist
13. Picture World Test - 6 and over
14. Sentence Completion Test 12 and over
15. Travis Projective Pictures - 4 and over

Tests Measuring Interest, Attitudes and Social Behavior

A. Interest
   1. Career Finder - Gr. 9-16 adults
   2. Curtis Interest Scale Gr. 9-16 adult, desire for responsibility
   3. Interest Check List Gr. 9 - adult - Interview Aid: Interests related to 22 work areas.
   4. Kuder Preference Record - Gr. 9-16 adults
   5. Occupational Interest Inventory Gr. 7-16 adults

B. Attitude

   1. Attitude Scales: By L. L. Thurstone & Associates
   2. Attitude Scales: By H. H. Remmers & Associates
   3. Allport Vernon Study of Values

C. Social Behavior Sociometric Techniques

   1. Bonney-Fessenden Sociograph Gr. 4-12
   2. Bristol Social Adjustment Guides Ages 5-15
      3 forms: Child in school, child in residential care, child in the family
   3. * Personal & Social Development Test - Grades K-9. Form of recording behavior incidents in 8 areas.
   4. Power of Influence Tests - Gr. 2-13 Sociometric Test Seating Preference
   5. Verbal Language Development Scale - Birth to Age 15
      Extension of Communication section of Vineland Social Maturity Scale
   6. Vineland Social Maturity Scale - Birth-Maturity Social Development

APPENDIX E

Modifying Behavior—A Developmental Approach

Summary Chart of Growth and Development Characteristics and Implications for Physical Education Program Content*

KINDERGARTEN, GRADES 1 AND 2

Characteristics	*Needs*	*Types of Experiences*
1. Spurt of growth of muscle mass	1. Vigorous exercise requiring use of large muscles	1. Running, chasing, fleeing type games; hanging, climbing, supportive type exercises
2. Gross movement skills becoming more refined	2. Exploration and variations of gross motor skills; opportunities to refine skills	2. Self-testing activities of all types; dance activities
3. Manipulative skills still unrefined, but improving; will catch balls with body and arms more so than hands	3. Opportunities to manipulate large or medium size objects; throw small balls	3. Ball-handling activities; work with beanbags, wands, hoops, progressing from large to smaller objects
4. Imaginative, imitative curious	4. Opportunities for expression of ideas and use of body	4. Creative dance, story plays, creative stunt and floor work; exploration with all basic skills and small equipment
5. Very active, great deal of energy	5. Ample opportunities for vigorous play particularly at the onset of the physical education period, recess needed in other half of day	5. Running, games, stunts, large apparatus; more locomotor work than nonlocomotor activities
6. Short attention span	6. Activities which take short explanation and to which some finish can be reached quickly; frequent change in activities or tasks	6. Simple games, simple class organization so activities can be changed quickly; conversations in movement

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Shurr, E. L. *Movement experiences for children: Curriculum and methods for elementary school physical education. New York: Appleton-Century-Crofts, 1967. Pp. 27-31.*

Summary Chart, cont'd.

KINDERGARTEN, GRADES 1 AND 2

Characteristics	*Needs*	*Types of Experiences*
7. Individualistic or egocentric	7. Needs experiences to learn to share or become interested in others; engage in parallel play alongside of other children rather than with them	7. Much small group work, self-testing activities, exploration of movement factors
	GRADES 3 AND 4	
1. Gross motor patterns	1. Use of skill for specific purposes	1. Introduction to specific sport skills in grades 3 and 4; expressive style skill utilized in dance; traditional dance steps
2. Hand-eye coordination improved; growth in manipulative skills	2. Opportunities to handle smaller objects; more importance placed on accuracy; throw at moving targets	2. Ball-handling activities, use of bats, paddles, target games
3. Sees need to practice skills for improvement of skill and to gain social status	3. Guided practice sessions, self-testing problem situations	3. Drills, skill drill games, self-testing practice situations
4. Balance more highly developed; better body control	4. Opportunities to work on higher beams, bars; more activities requiring static balance	4. Large apparatus work, tumbling, stunts
5. Increased attention span	5. Activities with continuity, more complex rules and understandings	5. Lead-up games to sports, low organized games with more complex rules and strategy
6. More socially mature, interested in welfare of group	6. Make a contribution to a large or small group, remain with one group for a longer period of time, help make and accept decisions with a group	6. Team activities, dance compositions with small groups

Summary Chart, cont'd.

GRADES 3 AND 4

Characteristics	*Needs*	*Types of Experiences*
7. Greater sex differences in skills; some antagonism toward opposite sex (4)	7. Ability grouping and separation by sex for some team games	7. Tag football for boys; separate softball games for boys; combative type stunts; folk dance; after-school activities for grade 4
8. Great interest in proficiency and competitive spirit (particularly boys) may drive to fatigue	8. Recognition of symptoms of fatigue and place of rest, relaxation, and moderation in competition	8. Self-testing activities; relaxation techniques; interval training with developmental exercises
9. Spirit of adventure high	9. Activities requiring courage, adventure, initiative; recognition of safety factors	9. Self-testing activities of all types; use of large apparatus; low organized games demanding courage; creative dance compositions
10. Tendency toward poor posture	10. Understanding of body mechanics, development of endurance and strength	10. Developmental exercises, vigorous running games, large apparatus, and fitness activities; individually planned program for those below average in posture and fitness
11. Intellectually curious	11. Learn mechanical principles of movement, similarities of movement patterns, and physiological principles	11. Self-testing activities of all types; problem-solving method used in analyzing own skill patterns; creative dance; developmental exercise programs

GRADES 5 AND 6

1. Coordination highly developed, keen interest in proficiency in skills	1. Need to learn more difficult skills; more coaching on refinement of skills; use of skills in games, routines, and compositions	1. Lead-up games to sports in season; instruction and practice in sport skills; more advanced dance step patterns and folk dances; track and field; apparatus routines; intramurals

Summary Chart, Cont'd.

GRADES 3 AND 4

Characteristics	*Needs*	*Types of Experiences*
2. Greater sex differences in skills, interests; most prefer to play and compete with own sex; boys play more vigorously and rougher than girls	2. Separation of sexes in classes or within classes for many activities	2. Co-educational dance; swimming, gymnastics, activities, recreational games; sexes separate in team sports and fitness activities; intramurals for each sex
3. Good skills and physique important to social acceptance, paticularly for boys	3. Instruction and practice sessions in skills, understanding of fitness elements, understanding of changes in growth and abilities due to puberty	3. Fitness tests; developmental exercises; work with apparatus; classroom discussions and movies about puberty (may be done in cooperation with nurse or parents)
4. Group or gang spirit is high, allegiance to group is strong	4. Need to belong to a group with some stability; make rules, decisions, and abide by group decision; longer term of membership on a squad or team	4. Team games, tournaments, group dance compositions, gymnastic squads with student leaders, gymnastic meets, track and field meets
5. Social consciousness of need for rules and abiding by rules; can assume greater re-	5. Participate in setting rules, opportunities for squad captains or leaders	5. Student officials; plan and conduct tournaments in class and after school; students plan own strategy, line-ups, etc.
6. Flexibility decreasing	6. To maintain flexibility within structural limitations	6. Stunts, tumbling, apparatus, developmental exercises
7. Muscle growth of boys increasing; most girls in puberty	7. Interest in maintaining good posture, fitness level; build good attitudes toward activity and proficiency for girls; knowledge of methods of increasing strength and endurance for boys	7. Apparatus, developmental activities, track and field, more individual and dual activities, intramurals

Summary Chart, cont'd.

GRADES 7 AND 8

Characteristics	*Needs*	*Types of Experiences*
1. Coordination very highly developed; skill level increasing more rapidly for boys than girls; skill level for girls reaches a plateau	1. Learning more advanced sport skills; opportunities for refinement and use of skills in sports, routines, compositions	1. Modified team and individual sports, more demanding dance skills and composition work, intramurals for both sexes and individual
2. Sexes differ in skills and interests; boys' muscle strength much more than girls'	2. Separation of sexes in classes if possible; male teacher for boys; sexes brought together for some activities	2. Team sports for both; recreation in individual sports, volleyball, gymnastics, social, folk, and square dances
3. Most girls in puberty and some in grade 8 reaching full stature, some boys starting puberty, less sex antagonism, boys' interest in opposite sex increases	3. Understanding of changes due to puberty, better understanding of body mechanism	3. Fitness activities, body mechanics
4. Prestige associated with good skills for boys; lack of interest in activity for girls due to cultural influences	4. Many opportunities for individual coaching and practice of skills; girls need to be encouraged to maintain fitness and an interest in activity	4. Much game play and individual coaching in class and in intramurals; interest clubs
5. Intellectually very capable and knowledgable, ability to deal with the abstract	5. Opportunities for logical reasoning and creative thinking	5. More emphasis placed on strategy in game play; creative dance compoition work; more involved routines in gymnastics
6. Feeling of insecurity, unsure of self in group (particularly seventh graders); great desire to be a part of a group	6. Need to have feeling of acceptance by teacher and other members of class; great understanding and patience needed by teacher (especially in grade 7); children need recognition	6. Involved in selecting teammates; work in small groups; expected to produce in group work projects; involved planning special events and after-school tournaments and play-days

APPENDIX F

Bibliography of Behavioral Patterns (Children's Books)

The Little Problems of Small Children

Anglund, Joan W. *Look out the window.*
Barrett, Lawrence. *Twinkle the baby colt.*
Bemelmans, Ludwig. *Madeline.*
Berger, Knute. *A visit to the doctor.*
Brown, Myra B. *Benjy's blanket.*
Brown, Myra B. *First night away from home.*
DeRegniers, Beatrice. *A little house of your own.*
Garn, Bernard J. *A visit to the dentist.*
Green, Mary M. *Is it hard? Is it easy?*
Jubelier, Ruth. *About Jill's check up.*
Slobodkin, Louis. *Thank you—you're welcome.*
Smaridge, Norah. *Impatient Jonathan.*
Udry, Janice. *Next door to Laura Linda.*
Zolotow, Charlotte. *The storm book.*

The Acceptance of Things As They Are

Chastain, Madye L. *Bright days.*
Falk, Ann M. *A place of her own.*
Gag, Wanda. *Gone is gone.*
Gay, Zhenya. *I'm tired of lions.*
Haywood, Carolyn. *Penny goes to camp.*
Medearis, Mary. *Big Doc's girl.*
Stolz, Mary. *The bully of Barkam Street*

Facing Up to One's Fears

Barr, Catherine. *Jeff and the fourteen eyes.*
Bialk, Elisa. *The horse called Pete.*
Bishop, Claire H. *All alone.*
Breck, Vivian. *High trail.*
Buck, Pearl. *The big wave.*
Cotten, Nell. *Piney Woods.*
Dalgliesh, Alice. *The courage of Sarah Noble.*
Dennis, Wesley. *Flip and the cows.*
Erdman, Loula. *The wide horizons.*
Frankel, Bernice. *Half-as-big and the tiger.*
Hawkins, Quail. *Mountain courage.*
Jordan, Hope D. *Take me to my friend.*
Lord, Beman. *Bats and balls.*
Martin, Patricia. *Little Two and the peach tree.*
Mason, Miriam. *The middle sister.*
Montgomery, Elizabeth R. *Tide treasure camper.*

Children's Books, cont'd.

O'Dell, Scott. *Island of the blue dolphins.*
Olds, Helen D. *The silver button.*
Sperry, Armstrong. *Call it courage.*
Steele, William O. *The year of the bloody sevens.*
Tregaskis, Richard. *John F. Kennedy and PT109.*
Woolley, Catherine. *Ginnie joins in.*
Woolley, Catherine. *Schoolroom zoo.*

Accepting Responsibility

Agle, Nan H. *Three boys and a lighthouse.*
Bond, Gladys. *A head on her shoulders.*
Bromhall, Winifred. *Bridget's growing day.*
Burton, Virginia L. *Katy and the big snow.*
Church, Richard. *Five boys in a cave.*
Daringer, Helen F. *Begety Anne.*
DeAngeli, Marguerite. *Yonie Wandernose.*
DeLeeuw, Adele. *Doctor Ellen.*
Edmonds, Walter D. *Two logs crossing.*
Frazier, Neta L. *Little Rhody.*
Friermood, Elisabeth. *The luck of Daphne Tolliver.*
Fritz, Jean. *Brady.*
Johnson, Enid. *Big bright land.*
Justus, May. *Use your head, Hildy.*
Reynolds, Barbara L. *Hamlet and Brownswiggle.*
Robinson, Barbara. *Across from Indian Shore.*
Stolz, Mary. *A dog on Barkam Street.*
Weber, Lenore. *Meet the Malones.*
Woolley, Catherine. *Two hundred pennies.*
Yates, Elizabeth. *A place for Peter.*
Zion, Gene. *The plant sitter.*

Adjusting to Physical Handicaps

Beim, Jerrold. *The smallest boy in the class.*
Brown, Marion. *The silent storm.*
Burnett, Frances. *The secret garden.*
Chipperfield, Joseph. *A dog to trust.*
Christopher, Mathew. *Sink it, Rusty.*
Corbin, William. *Golden mare.*
Decker, Duane. *Hit and run.*
Ericsson, Mary K. *About glasses for Gladys.*
Felsen, Henry C. *Bertie comes through.*
Felsen, Henry C. *Bertie takes over.*
Field, Rachel. *Hepatica Hawks.*
Forbes, Esther. *Johnny Tremain.*
Friedman, Frieda. *Dot for short.*
Graham, Frank. *Lou Gehrig: a quiet hero.*
Hickok, Lorena. *The story of Helen Keller.*

TEACHER EVALUATION

MODIFYING BEHAVIOR

The SECDC development staff has the responsibility of producing documents for special education teachers that are readable, usable, and relevant. The format and illustrations are meant to enhance the content. To improve the documents, an on-going evaluation of them is necessary. The teacher is the logical critic and the development staff invites this evaluation.

Please fill out this form as soon as you have read the document.

Was this topic needed?

Was the content meaningful and relevant?

Was the layout readable and easy to follow?

Was the information for the teacher sufficient and easy to follow?

Would the teaching suggestions be applicable for use in your classroom?

What additional materials or information would prove beneficial for you?

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